

# Wallis Annenberg High School: 2023-24 LCAP Mid-year Update – Outcome Data

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																																										
CAASPP ELA Source: CDE	2018-19: 55.24% met or exceeded standard	2020-21: 39.79% met or exceeded standard	2021-22: 26.17% met or exceeded standard	2022-23: 45.75% met or exceeded standard	45%																																										
CAASPP Math Source: CDE	2018-19: 8.82% met or exceeded standard	2020-21: 14.12% met or exceeded standard	2021-22: 12.04% met or exceeded standard	2022-23: 26.88% met or exceeded standard	20%																																										
CA Science Test: HS Source: CDE	2018-19: 29.93% met or exceeded standard	2020-21: 15.63% met or exceeded standard	2021-22: 7.21% met or exceeded standard	2022-23: 12.26% met or exceeded standard	20%																																										
% Of Students Prepared for College as measured by EAP ELA. Source: CDE	2018-19: 14.29%	2020-21: 13.98%	2021-22: 5.61%	2022-23: 21.28%	15%																																										
% Of Students Prepared for College as measured by EAP Math. Source: CDE	2018-19: 0%	2020-21: 1.18%	2021-22: 1.85%	2022-23: 11.83%	4%																																										
A-G Completion Rate Source: Dataquest	2019-20: 79.6%	2020-21: 66.3%	<table border="1"> <thead> <tr> <th colspan="3">2021-22 GRADS MEETING UC/CSU REQ.</th> </tr> <tr> <th></th> <th>Number</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>61</td> <td>64.2%</td> </tr> <tr> <td>Hispanic</td> <td>59</td> <td>64.1%</td> </tr> <tr> <td>English Learners</td> <td>3</td> <td>23.1%</td> </tr> <tr> <td>SWD</td> <td>4</td> <td>50.0%</td> </tr> <tr> <td>SED</td> <td>61</td> <td>64.2%</td> </tr> </tbody> </table>	2021-22 GRADS MEETING UC/CSU REQ.				Number	Rate	Schoolwide	61	64.2%	Hispanic	59	64.1%	English Learners	3	23.1%	SWD	4	50.0%	SED	61	64.2%	<table border="1"> <thead> <tr> <th colspan="3">2022-23 Grads meeting UC/CSU Req</th> </tr> <tr> <th></th> <th>Number</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>96</td> <td>98.0%</td> </tr> <tr> <td>Hispanic</td> <td>91</td> <td>97.8%</td> </tr> <tr> <td>English Learners</td> <td>9</td> <td>47.4%</td> </tr> <tr> <td>SWD</td> <td>11</td> <td>68.8%</td> </tr> <tr> <td>SED</td> <td>96</td> <td>98.0%</td> </tr> </tbody> </table>	2022-23 Grads meeting UC/CSU Req				Number	Rate	Schoolwide	96	98.0%	Hispanic	91	97.8%	English Learners	9	47.4%	SWD	11	68.8%	SED	96	98.0%	85%
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% Of students who pass AP Exams Source: CALPADS	2019-20: 53%	2020-21: 14%	2021-22: 10.1%	2022-23: 34%	25%																																										

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																																																																																																			
Other Pupil Outcomes: State Seal of Biliteracy (Priority 8): Source: Dataquest	2019-20: 14.7%	2020-21: 28.1%	2021-22: 26.3%	2022-23: 11.2%	30%																																																																																																			
Other Pupil Outcomes: Golden State Seal Merit Diploma (Priority 8) Source: Dataquest	2019-20: 7.4%	2020-21: 13%	2021-22: 12.6%	2022-23: 39.8%	15%																																																																																																			
Attendance Rate Source: CALPADS	2020-21: 89.7%	2021-22: 87%	2022-23: 92.1%	2023-24: In Progress	95%																																																																																																			
Chronic absenteeism Rate Source: Dataquest	<table border="1"> <thead> <tr> <th colspan="3">CHRONIC ABSENTEEISM</th> </tr> <tr> <th colspan="3">2018-19</th> </tr> <tr> <th></th> <th>Count</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>146</td> <td>27.8%</td> </tr> <tr> <td>African-American</td> <td>10</td> <td>43.5%</td> </tr> <tr> <td>Hispanic</td> <td>132</td> <td>26.6%</td> </tr> <tr> <td>EL</td> <td>35</td> <td>44.9%</td> </tr> <tr> <td>SWD</td> <td>22</td> <td>31.0%</td> </tr> <tr> <td>SED</td> <td>139</td> <td>27.3%</td> </tr> </tbody> </table>	CHRONIC ABSENTEEISM			2018-19				Count	Rate	Schoolwide	146	27.8%	African-American	10	43.5%	Hispanic	132	26.6%	EL	35	44.9%	SWD	22	31.0%	SED	139	27.3%	<table border="1"> <thead> <tr> <th colspan="3">CHRONIC ABSENTEEISM</th> </tr> <tr> <th colspan="3">2020-21</th> </tr> <tr> <th></th> <th>Count</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>157</td> <td>32.8%</td> </tr> <tr> <td>African-American</td> <td>8</td> <td>57.1%</td> </tr> <tr> <td>Hispanic</td> <td>149</td> <td>32.3%</td> </tr> <tr> <td>EL</td> <td>47</td> <td>52.2%</td> </tr> <tr> <td>SWD</td> <td>25</td> <td>43.1%</td> </tr> <tr> <td>SED</td> <td>153</td> <td>32.7%</td> </tr> </tbody> </table>	CHRONIC ABSENTEEISM			2020-21				Count	Rate	Schoolwide	157	32.8%	African-American	8	57.1%	Hispanic	149	32.3%	EL	47	52.2%	SWD	25	43.1%	SED	153	32.7%	<table border="1"> <thead> <tr> <th colspan="3">2021-22 Chronic Absenteeism</th> </tr> <tr> <th></th> <th>Number</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>3</td> <td>0.6%</td> </tr> <tr> <td>African-American</td> <td>0</td> <td>0.0%</td> </tr> <tr> <td>Hispanic</td> <td>3</td> <td>0.6%</td> </tr> <tr> <td>EL</td> <td>0</td> <td>0.0%</td> </tr> <tr> <td>SWD</td> <td>1</td> <td>1.5%</td> </tr> <tr> <td>SED</td> <td>3</td> <td>0.6%</td> </tr> </tbody> </table>	2021-22 Chronic Absenteeism				Number	Rate	Schoolwide	3	0.6%	African-American	0	0.0%	Hispanic	3	0.6%	EL	0	0.0%	SWD	1	1.5%	SED	3	0.6%	<table border="1"> <thead> <tr> <th colspan="3">2022-23 Chronic Absenteeism</th> </tr> <tr> <th></th> <th>Number</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>133</td> <td>28.6%</td> </tr> <tr> <td>Hispanic</td> <td>130</td> <td>28.6%</td> </tr> <tr> <td>EL</td> <td>37</td> <td>35.6%</td> </tr> <tr> <td>SWD</td> <td>19</td> <td>33.9%</td> </tr> <tr> <td>SED</td> <td>131</td> <td>28.6%</td> </tr> </tbody> </table>	2022-23 Chronic Absenteeism				Number	Rate	Schoolwide	133	28.6%	Hispanic	130	28.6%	EL	37	35.6%	SWD	19	33.9%	SED	131	28.6%	15%
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High School Dropout Rate. Source: Dataquest	2019-20: 10.1%	2020-21: 6.5%	2021-22: 10.3%	2022-23: 84.5%	5%																																																																																																			
HS Graduation Rate Source: Dataquest	2019-20: 86.6%	2020-21: 86%	<table border="1"> <thead> <tr> <th colspan="3">2021-22 HS GRADUATION</th> </tr> <tr> <th></th> <th>Number</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>95</td> <td>88.8%</td> </tr> <tr> <td>Hispanic</td> <td>92</td> <td>89.3%</td> </tr> <tr> <td>English Learners</td> <td>13</td> <td>76.5%</td> </tr> <tr> <td>SWD</td> <td>8</td> <td>66.7%</td> </tr> <tr> <td>SED</td> <td>95</td> <td>88.8%</td> </tr> </tbody> </table>	2021-22 HS GRADUATION				Number	Rate	Schoolwide	95	88.8%	Hispanic	92	89.3%	English Learners	13	76.5%	SWD	8	66.7%	SED	95	88.8%	<table border="1"> <thead> <tr> <th colspan="3">2022-23 HS Grad Rate</th> </tr> <tr> <th></th> <th>Number</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>98</td> <td>84.5%</td> </tr> <tr> <td>Hispanic</td> <td>93</td> <td>85.3%</td> </tr> <tr> <td>English Learners</td> <td>9</td> <td>47.4%</td> </tr> <tr> <td>SWD</td> <td>11</td> <td>68.8%</td> </tr> <tr> <td>SED</td> <td>98</td> <td>84.5%</td> </tr> </tbody> </table>	2022-23 HS Grad Rate				Number	Rate	Schoolwide	98	84.5%	Hispanic	93	85.3%	English Learners	9	47.4%	SWD	11	68.8%	SED	98	84.5%	90%																																																									
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Suspension Rate Source: Dataquest	2019-20: 0.8%	2020-21: 0%	<table border="1"> <thead> <tr> <th colspan="3">2021-22 SUSPENSION</th> </tr> <tr> <th></th> <th>Number</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>7</td> <td>1.2%</td> </tr> <tr> <td>African American</td> <td>0</td> <td>0.0%</td> </tr> <tr> <td>Hispanic</td> <td>7</td> <td>1.2%</td> </tr> </tbody> </table>	2021-22 SUSPENSION				Number	Rate	Schoolwide	7	1.2%	African American	0	0.0%	Hispanic	7	1.2%	<table border="1"> <thead> <tr> <th colspan="3">2022-23 SUSPENSION</th> </tr> <tr> <th></th> <th>Number</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>2</td> <td>0.4%</td> </tr> <tr> <td>Hispanic</td> <td>2</td> <td>0.4%</td> </tr> </tbody> </table>	2022-23 SUSPENSION				Number	Rate	Schoolwide	2	0.4%	Hispanic	2	0.4%	<1%																																																																								
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Expulsion Rate Source: Dataquest	2019-20: 0%	2020-21: 0%	2021-22: 0%	2022-23: 0%	0%																																																																												
% Of students including Unduplicated Pupils, and Students with Disabilities (SWD) who have access to Broad Course of Study: Source: CALPADS	2020-21: 100%	2021-22: 100%	2022-23: 100%	2023-24: 100%	100%																																																																												
% Of students with access to Standards-aligned materials Source: SARC	2020-21: 100%	2021-22: 100%	2022-23: 100%	2023-24: 100%	100%																																																																												
Implementation of the Academic content & performance Standards – measured using Local Indicator Priority 2 (Source)	<table border="1"> <thead> <tr> <th colspan="2">2020-21: Implementation Academic Standards</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>PE</td><td>5</td></tr> <tr><td>VAPA</td><td>5</td></tr> <tr><td>World Language</td><td>5</td></tr> </tbody> </table>	2020-21: Implementation Academic Standards		ELA	5	ELD	4	Math	5	NGSS	5	History	5	PE	5	VAPA	5	World Language	5	<table border="1"> <thead> <tr> <th colspan="2">2021-22: Implementation Academic Standards</th> </tr> </thead> <tbody> <tr><td>ELA</td><td>4</td></tr> <tr><td>ELD</td><td>3</td></tr> <tr><td>Math</td><td>4</td></tr> <tr><td>NGSS</td><td>4</td></tr> <tr><td>History</td><td>4</td></tr> <tr><td>PE</td><td>4</td></tr> <tr><td>VAPA</td><td>4</td></tr> <tr><td>World Language</td><td>5</td></tr> </tbody> </table>	2021-22: Implementation Academic Standards		ELA	4	ELD	3	Math	4	NGSS	4	History	4	PE	4	VAPA	4	World Language	5	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Implementation Academic Standards</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>4</td></tr> <tr><td>History</td><td>5</td></tr> <tr><td>CTE</td><td>4</td></tr> <tr><td>Health</td><td>5</td></tr> <tr><td>PE</td><td>4</td></tr> <tr><td>VAPA</td><td>4</td></tr> <tr><td>World Language</td><td>5</td></tr> </tbody> </table>	2022-23 Implementation Academic Standards		ELA	5	ELD	5	Math	5	NGSS	4	History	5	CTE	4	Health	5	PE	4	VAPA	4	World Language	5	2023-24: In Progress	<table border="1"> <thead> <tr> <th colspan="2">2023-24: Implementation Academic Standards</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>PE</td><td>5</td></tr> <tr><td>VAPA</td><td>5</td></tr> <tr><td>World Language</td><td>5</td></tr> </tbody> </table>	2023-24: Implementation Academic Standards		ELA	5	ELD	5	Math	5	NGSS	5	History	5	PE	5	VAPA	5	World Language	5
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% Of Fully credentialed & Appropriately assigned Teachers Source: CalSAAS	2020-21: 100%	2021-22: 96%	2022-23: 96%	2023-24: 93%	100%																																																																												

<b>Metric</b>	<b>Baseline</b>	<b>Year 1 Outcome</b>	<b>Year 2 Outcome</b>	<b>Year 3 Outcome</b>	<b>Desired Outcome for 2023–24</b>
% Of EL who made progress toward English Proficiency measured by ELPAC Source: CDE	2020-21: 16.07% Proficient	2021-22: 3.61% Proficient	2022-23: 16.84% Proficient	2023-24: In Progress	20%
Reclassification Rate Source: Dataquest	2020-21: 1.1%	2021-22: 57.5%	2022-23: 5%	2023-24: In Progress	10%
% EL with access to CCSS & ELD Standards Source: SARC	2020-21: 100%	2021-22: 100%	2022-23: 100%	2023-24: 100%	100%
Facilities in “good” repair as measured by FIT Source: SARC & FIT	2020-21: Good	2021-22: Good	2022-23: Good	2023-24: Exemplary	Good
Student Survey: Student Perception of School Safety & Connectedness Source: Panorama Survey	2020-21: 69% Sense of safety 69% School connectedness	2021-22: 53% Sense of safety 55% School connectedness	2022-23: 72% Sense of safety 72% School Connectedness	2023-24: In Progress	>75%
Parent Survey: Sense of safety & school connectedness Source: Panorama Survey	2020-21: Not reported: Sense of safety 75% School connectedness	2021-22: 72% Sense of safety 68% School connectedness	2022-23: 94% Sense of safety 66% School Connectedness	2023-24: In Progress	>75%

<b>Metric</b>	<b>Baseline</b>	<b>Year 1 Outcome</b>	<b>Year 2 Outcome</b>	<b>Year 3 Outcome</b>	<b>Desired Outcome for 2023–24</b>
Teacher/staff Survey: Sense of safety & school connectedness Source: Panorama Survey	2020-21: Not reported: Sense of safety 89% School connectedness	2021-22: 55% Sense of safety 60% School connectedness	2022-23: 93% Sense of safety 55% School Connectedness	2023-24: In Progress	>75%
Parent Input in Decision-making including UP & SWD: As measured by CDE’s Self Reflection Tool Priority 3: Self-reflection Tool (Source)	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	2022-23: CDE’s Self-reflection Tool (Questions 5-8) 5. 4 6. 4 7. 4 8. 3	2023-24: In Progress	Rating of 4+
Parent Participation in Programs for Unduplicated Pupils & SWD: As measured by CDE’s Self Reflection Tool Priority 3: Self-reflection Tool (source)	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	2022-23: CDE’s Self-reflection Tool (Questions 1-4) 1. 3 2. 4 3. 3 4. 4	2023-24: In Progress	Rating of 4+

<b>1</b>	<b>Goal Description</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 & 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>State Priority Addressed</b>		
			<input type="checkbox"/> 1. Basic Services		
			<input type="checkbox"/> 2. Implementation of State Standards		
			<input type="checkbox"/> 3. Parent Involvement		
	<b>Goal Explanation</b>	Continue to strengthen implementation of the CA MTSS Frameworks to improve academic outcomes, and prepare all students for success in post-secondary education.	<b>Expenditure Mid-year Update</b>		
			<input checked="" type="checkbox"/> 4. Student Achievement	<input type="checkbox"/>	First Interim
			<input checked="" type="checkbox"/> 5. Student Engagement	<input checked="" type="checkbox"/>	December 31, 2023
			<input checked="" type="checkbox"/> 6. School Climate	<input type="checkbox"/>	Second Interim
		<input checked="" type="checkbox"/> 7. Course Access	<input type="checkbox"/>	Other	
		<input checked="" type="checkbox"/> 8. Student Outcomes	<input type="checkbox"/>		

#	Action Title	Action Description	Implementation Level	Overall Implementation Action & Substantive Difference	Total Funds Budgeted	Mid-year Expenditures	Contributing
1	Admin, & Educators that support the Educational Program	<p>Wallis Annenberg High School (WAHS) will employ a principal and 23 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. 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>	<input checked="" type="checkbox"/> Fully Implemented  <input type="checkbox"/> Partially Implemented  <input type="checkbox"/> Not Implemented	<p>WAHS has fully implemented this action. In 2023-24 WAHS modified its leadership structure by eliminating the Principal and two Assistant Principals positions in favor of having two Heads of School: Academics and Faculty Affairs; and College and Career Readiness. This decision was made following input from APs and district-level leaders. In addition, WAHS increased its certificated staff to 24 with the addition of an English Teacher.</p> <p>WAHS continues to provide 180 instructional days which exceed CA's requirement of 175 instructional days for Charter Schools. We have provided 10 days of professional development, 5 days for our Curriculum Institute at the beginning of the year and 5 other days throughout the year, with an emphasis on teacher planning and reading across the curriculum. Teachers new to the organization also received 5 additional days of PD during our New Teacher orientation.</p> <p>This school year we hired an Inclusion Coach to support our newly implemented co-teaching model.</p>	\$2,692,355.00	\$1,174,726.00	<input checked="" type="checkbox"/>
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"> <li>• Illuminate Assessments</li> <li>• NWEA MAP Reading &amp; Math: 3 times/year</li> <li>• State mandated assessments</li> </ul> <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 support.</p>	<input type="checkbox"/> Fully Implemented  <input checked="" type="checkbox"/> Partially Implemented  <input type="checkbox"/> Not Implemented	<p>WAHS has administered the Fall and Winter NWEA MAP assessments with the final round is scheduled for Spring 2024. This year, we are no longer administering Illuminate Assessments because NWEA MAP assessments are aligned to the state academic standards.</p> <p>Our Data and Intervention Coordinator is actively engaged in using a variety of data sources. This approach is instrumental in monitoring student progress and evaluating the effectiveness of our educational programs, which in turn informs our instructional strategies.</p>	\$165,735.00	\$84,908.00	<input type="checkbox"/>

		supports.		This year we are utilizing Performance Matters, a data management system, to consistently oversee and analyze student progress across a variety of assessments.			
3	Addressing Academic Needs to Accelerate Learning	<p>A review an analysis of the dashboard data has identified the need to further strengthen our MTSS to improve student academic outcomes, improve graduation rates, and narrow achievement gaps.</p> <p>During the consultation process our educational partners expressed the need for increased academic intervention in reading and math during the instructional day with opportunities for additional support afterschool and summer programming.</p> <p>WAHS will revise the master schedule and adopt a 4x4 block schedule to provide students with the flexibility to receive intervention; address credit deficient students, and accessibility to CTE Pathways. Additionally, our school will provide the following additional intervention to improve student academic outcomes.</p> <ul style="list-style-type: none"> <li>• Math intervention course for incoming 9th grade students – who will be identified using MDTP. <del>Ready assessment and from</del> prior performance in mathematics.</li> <li>• After-school credit recovery program: SUMMIT Platform</li> <li>• Academic tutoring during the instructional day</li> <li>• Winter &amp; Spring Intercession tutoring &amp; credit recovery</li> <li>• Summer Extension: in partnership with ARC to provide onsite instruction for Credit Recovery – Math, Science, English and History Courses. To ensure all students are on track to graduate and prepared for post-secondary education.</li> </ul> <p>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.</p>	<input type="checkbox"/> Fully Implemented <input checked="" type="checkbox"/> <b>Partially Implemented</b> <input type="checkbox"/> Not Implemented	<p>WAHS received a YELLOW Performance Level for the ELA &amp; Math Academic Indicator on the 2023 CA School Dashboard for the all student category and the SED and Hispanic student groups. Significant changes have taken this place year in response to analysis of data, including feedback from educational partners, our dynamic and responsive approach to education. These changes reflect the methods needed to meet the evolving needs of our students, by focusing on improving how we address academic needs and accelerate learning for our students. The master schedule was changed to a 4x4 Block schedule, which allows credit deficient students with greater access to course completion and Career and Technical Education (CTE) Pathways.</p> <p>With our incoming freshmen class we examine their performance on the 8th grade Math CAASPP and leverage tools including NWEA MAP Assessments to identify which additional targeted supports the student needs from day one. With the discontinuation of SUMMIT Platform for credit recovery, we shifted to APEX Learning this year, and integrated it into the instructional day schedule. This allows our credit deficient students a structured yet accessible opportunity for credit recovery. We also offer credit recovery opportunities during Spring intercession and Summer Programming. With these flexibilities we anticipate students will graduate on time and prepared for post-secondary education.</p> <p>We now offer tutoring opportunities during the instructional day through the College &amp; Career Readiness (CCR) course. This change provides students with access to tutoring without disrupting their class schedule.</p> <p>As a result of the feedback provided by our educational partners, we've also modified the Summer Bridge Program to one-day (versus an entire week). This one-day event serves to assist our incoming Freshman with the transition to high school, including orientation, fostering community connections, and laying the groundwork for a successful and enriching high school experience.</p>	\$651,908.00	\$164,796.00	<input checked="" type="checkbox"/>
			<input checked="" type="checkbox"/> <b>Fully Implemented</b> <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented	<p>WAHS received a BLUE Performance Level for the Suspension Rate indicator. We attribute this improvement to our fidelity to the CA MTSS Framework. This year we shifted the roles of tracking and support to the Dean of Culture and Psychiatric Social worker as the primary support for Tier 3 intervention. Tier 2 support lies primarily with three College and Career Counselors, and the Head of CCR. Another shift is ensuring teachers are providing Tier 1 instruction and having MTSS conversations during the College and Career readiness classes.</p> <p>Home visits and parent conferences are ongoing for students who fail to attend school on a regular basis.</p>	\$459,910.00	\$253,690.00	<input checked="" type="checkbox"/>
4	Addressing Social-emotional & Behavioral Student Needs	<p>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. Our students have faced numerous challenges including increased anxiety and stress, housing and food insecurity, negatively impacting student's social-emotional well-being.</p> <p>The Assistant Principal will provide Tier 2 Intervention to support culture-building and address chronic absenteeism, student attendance rates through our mentoring (attendance) program, 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 &amp; 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</p>	<input checked="" type="checkbox"/> <b>Fully Implemented</b> <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented				<input checked="" type="checkbox"/>

		<p>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>students who fail to attend school on a regular basis, with the Data &amp; Assessment leading the way with the home visits. The Dean of Culture in partnership with the Head of CCR continues to build school community and identity through restorative practices, grade level activities, incentivised programs, college excursions, and a Wayfinder curriculum specific to the CCR classes. WAHS has partnered with Hazel Health to relieve some of the demands placed on the Psychiatric Social Worker to provide support for students experiencing trauma.</p>			
5	Promoting a College Going Culture	<p>Another area of concern on the Dashboard, is the College/Career Indicator (CCI). The College and Career Advisors (Academic Guidance Counselor) will lead numerous efforts to ensure students are meeting CCI requirements and provide resources to ensure the school's mission is adhered to. College &amp; Career Advisors will have a caseload of 150 students to one-counselor ratio. 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"> <li>• Concurrent Enrollment</li> <li>• MESA: STEM-based partnership with CSULA to increase LatinX students in STEM careers</li> <li>• CTE Pathways: Arts, Media &amp; Entertainment Pathway (Graphic Design; Digital Media)</li> <li>• PSAT, SAT, and AP testing</li> <li>• College/Career Field trips</li> <li>• Naviance – a comprehensive toolset to assess students' interests, strengths, and needs in order to individualize support so they can reach their goals.</li> <li>• Host College &amp; Career Fair (onsite)</li> </ul> <p>WAHS has existing partnerships with Los Angeles Trade Tech College and Arizona State University to support students earning one-year of college coursework credits while enrolled at our school. We are also partnering with College Bridge to increase student math readiness for college. Next year will be a planning year with College Bridge, but we expect to offer a year of college level statistics to seniors by the 2024-2025 school year. Each student at WAHS takes College &amp; Career Readiness I-IV as a part of their academic schedule. This course is an approved A-G elective that increases their knowledge base for being eligible for a four-year college at graduation combining technical "how-to" such as completing the FAFSA paperwork, to SEL exploration, to developing habits of success for college, career, and life readiness. 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>	<p><input checked="" type="checkbox"/> Fully Implemented</p> <p><input type="checkbox"/> Partially Implemented</p> <p><input type="checkbox"/> Not Implemented</p>	<p>WAHS received a LOW Status on the College/Career Indicator on the 2023 CA School Dashboard. We continue to make substantial changes to improve College and Career Indicator performance. We've reduced counselor caseload to 150:1, which has resulted in each counselor meeting with every student at least six times throughout the school year, ensuring all students are on path to graduate meeting A-G eligibility requirements. We provide our students with access to concurrent enrollment at LATTCC, and access to the following: the MESA stem program, Escalera, CTE pathway. Our students have access to AP courses and utilize Naviance for college and career planning. The counseling team has hosted FAFSA and College and Career Nights, and our students have participated in visiting colleges and universities in CA and on the East Coast. This year some of our students have been accepted to Ivy League universities.</p>	\$663,166.00	\$338,862.00	<input checked="" type="checkbox"/>
		<p>In efforts to monitor IEP compliance related to IEP timelines, services, accommodations and/or modifications, the Program Specialist and the Administrator of Special Education hold weekly meetings with all Resource Teachers and site leadership. During these meetings, the 200 and 300 Welligent reports are reviewed in order to provide support for remaining in compliance and identifying next steps for any non-compliance issues that may have surfaced. A "Key Caseload" calendar is created each year, updated throughout the year and shared with case managers, our Special Education Administrator, our Program Specialist, Site leadership and our Student Services Coordinator in order to ensure IEPs are scheduled and held in advance of the IEP due date. Having access to internal calendars is crucial to ensuring IEPs are held in a timely manner and include all necessary participants.</p> <p>The Director of Access, Equity and Compliance (DAEC) will oversee the SPED departments as the Special Education Administrator and will ensure accurate compliance as well as effective instruction is implemented to support staff and students. The DAEC will work with the Site administrators and Program Specialists to set compliance and academic goals for the year and will schedule ongoing meetings with the RSTs, Program Specialist, Inclusion Coach and related service providers to ensure forward movement towards goal achievement, accurate compliance, and plan professional development.</p>	<p><input type="checkbox"/> Fully Implemented</p> <p><input checked="" type="checkbox"/> Partially Implemented</p>	<p>This year, we successfully hired an Inclusion Coach, a newly created position aimed at bolstering support for both General Education and Special Education teachers. This role focus on utilizing student Snapshots, that are provided to all teachers at the beginning of the year for each student with an Individualized Education Program (IEP).</p> <p>Originally we planned to hire four Resource Specialist Teacher (RST) positions to reduce caseloads and enhance our ability to support SWD strategically and with more focus. However, we experienced midyear resignations resulting in staffing shortages, and to date unable to fully staff these positions, and currently employ two RSTs.</p> <p>This year our weekly meetings include RSTs, Program Specialists, the Inclusion Coach, and the Director of</p>			



<p>6</p>	<p>Services to Support Students with Disabilities (SWD)</p>	<p>In addition, the Director of Access, Equity and Compliance will meet weekly with the program specialists and will include the Inclusion Coach. These meetings serve as an opportunity to review implementation of our Instructional Program with a focus on supporting our students with disabilities and ELs. We review, discuss, and analyze student data including but not limited to student services/tracking of services, attendance, grades, IEP goal progress, assessment data, and instructional practices that are occurring in the classroom to determine next steps and additional support that may be needed. During school closures, a major focus has been to improve online student attendance and student engagement. We also identify professional development opportunities and analyze student assessment data.</p> <p>Wallis Annenberg High School's site administration also participates in weekly meetings with the Program Specialist, RSTs, and with the Special Education Administrator. These meetings serve as an opportunity for our team to examine how we are supporting students with disabilities.</p> <p>The Program Specialist and the Special Education Administrator meet on a weekly basis to review and discuss RST push in schedules, to analyze and discuss caseload data, to review academic data, and to determine potential professional development opportunities.</p> <p>Throughout the school year, professional development is led by different educational partners, including our Instructional Coaches, School Site/District Administrators, Special Education Administrator, Program Specialist, and Teachers. These PD workshops focus on delivering strategies and tools our teachers need in order to make the core curriculum accessible to all students, with attention to the unique needs of students with disabilities. Our year-long professional development plan places an emphasis on providing professional development to all staff in order to truly support meeting the needs of all learners, including students with disabilities.</p> <p>An inclusion coach will be hired to support general education, special education teachers and the ELD Coach as well as students inside and outside of the classroom by modeling lessons, planning with teachers, providing small group instruction to students and having ongoing check-in meetings with teachers, site administrators, Director of Access, Equity and Compliance, Program Specialist and the ELD Coach to review what is working and what is not.</p> <p>Moreover, at the beginning of each school year, all general education teachers are provided with Student IEP Snapshots for each student with an Individualized Education Plan (IEP). Student Snapshots are a summary of each student's IEP which includes a student's eligibility, services, accommodations, and goals. Student snapshots are updated and redistributed to the appropriate stakeholders after each IEP meeting held throughout the school year.</p> <p>Consistent with the educational program monitoring practices for all students, the Special Education Administrator participates in the Collaborative Learning Rounds (CLRs) for all staff within The Accelerated Schools community. The CLRs are the systematic initiative through which the extent of implementation of pre-determined instructional strategies is determined through individual classroom observations, including the RSP program.</p> <p>WAHS's Special Education Department will continue to ensure that Students with Disabilities are provided access to the general education curriculum to close academic achievement gaps.</p>	<p><input type="checkbox"/> Not Implemented</p>	<p>Access, Equity, and Compliance (DAEC), who oversees the Special Education Program across our schools. These meetings are crucial for maintaining compliance, reviewing our calendar, and discussing instructional strategies. They provide an opportunity to review, analyze, and discuss various aspects of our program, ensuring a cohesive and effective approach to special education. In addition to these meetings, RSTs meet weekly with content area departments and their general education counterparts to plan and implement strategies, evidence based teaching practices and to work closely with the Inclusion coach and other instructional coaches. The RSTs also participate in have Special Education department meetings to receive and provide support to and from the Inclusion Coach, Program Specialist, and each other, to strategize ongoing support for our students with disabilities.</p> <p>Moreover, we are in the process of introducing a "Co-Teaching" model. This innovative approach involves pairing a math or English Language Arts (ELA) teacher with an RST to co-teach courses, with the goal of providing integrated and effective instruction for our students.</p>	<p>\$1,167,549.00</p>	<p>\$338,709.00</p>	<p><input type="checkbox"/></p>
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<b>2</b>	<b>Goal Description</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>State Priority Addressed</b>		
			<input checked="" type="checkbox"/>	1. Basic Services	
			<input checked="" type="checkbox"/>	2. Implementation of State Standards	
			<input type="checkbox"/>	3. Parent Involvement	
			<input checked="" type="checkbox"/>	4. Student Achievement	<b>Expenditure Update</b>
			<input type="checkbox"/>	5. Student Engagement	<input type="checkbox"/> First Interim
			<input type="checkbox"/>	6. School Climate	<input checked="" type="checkbox"/> December 31, 2023
			<input type="checkbox"/>	7. Course Access	<input type="checkbox"/> Second Interim
		<input type="checkbox"/>	8. Student Outcomes	<input type="checkbox"/> Other	
	<b>Goal Explanation</b>	Continue to provide robust professional learning opportunities for teachers, leadership and administrators to improve the delivery of instruction, build capacity and improve overall staff retention.			

#	Action Title	Action Description	Implementation Level	Overall Implementation Action & Substantive Difference	Total Funds Budgeted	Mid-year Expenditures	Contributing
		<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. 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. New teachers to WAHS are provided with an additional 5 days of summer professional learning.</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"> <li>Assistant Principal (Instructional Coach)</li> <li>ELA Instructional Coach</li> <li>Math Consultant</li> <li>Director of Curriculum, instruction, and Assessment</li> </ul> <p>The following outlines the organization wide (Accelerated) PD areas of focus:</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> </ul>	<input checked="" type="checkbox"/> <b>Fully Implemented</b>  <input type="checkbox"/> Partially Implemented  <input type="checkbox"/> Not Implemented	<p>WAHS has successfully implemented several key components of our professional development (PD) plan. We've continued our focus on John Hattie's Evidence-Based Practices, including learning outcomes/success criteria and student-to-student dialogue.. We've maintained our commitment to providing learning opportunities for certificated personnel to attend relevant conferences and reimburse for induction costs.</p> <p>The most significant change to leadership is our dual Heads of School model – Academics and Faculty Affairs and r College and Career Readiness.</p> <p>Our PD sessions are conducted in-person, including a New Teacher Orientation (NTO), a 5-day pre-school year Curriculum Institute, and additional 5-day sessions throughout the year. Our focus areas continue to encompass Goal Setting, Student-to-Student Dialogue, and we have begun emphasizing</p>			

<p>1</p>	<p>Professional Development</p>	<ul style="list-style-type: none"> <li>• Providing Impactful Feedback on Student Work</li> <li>• Accelerated C3 Coaching &amp; Teacher Effectiveness Framework (organization wide)</li> <li>• See SPED-focus Professional Development (Goal 1, Action 6)</li> </ul> <p>The schoolwide focus of professional development will be on John Hattie’s Evidence Based Practices of learning outcomes/success criteria and student-to-student dialogue will continue as we transition to the feedback loop. We are also working on articulation with our grade level teams, and supporting students with barriers (SPED, ELD, etc.) through collaboration and co-teaching.</p> <p>The math department will be shifting to a “whole student math initiative” that aims to empower educators to improve classroom practices by strengthening Illustrative Math instruction, utilizing high leverage feedback, and further developing non-academic skills and habits of success.</p> <p>For administrators we will focus on DEI training for all levels of leadership in our organization in addition to the academic focus areas outlined above. WAHS is working to ensure that all staff, students and families are and feel included in schoolwide decision-making. We are also focused on creating and maintaining psychological safety as many of our students have faced significant trauma, anxiety and stress.</p> <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>• College &amp; Career Readiness</li> <li>• Instructional Technology</li> <li>• Teaching Strategies</li> <li>• Diversity, Equity &amp; Inclusion (DEI)</li> </ul> <p>To support teacher effectiveness and credential clearance, WAHS will reimburse teacher induction expenses.</p> <p>Support staff/paraprofessionals will receive quarterly professional development specific to their role. We will focus these training sessions on de-escalation strategies in an effort to help our campus climate and student connection to the adults on campus.</p>		<p>Literacy Across the Curriculum. One of our challenges has been managing the breadth of our PD initiatives. The Math Department continues its work on the Whole Student Math Initiative, and our DEI efforts for leadership are ongoing. Although we aim to provide quarterly PD for paraprofessionals, we have faced challenges in conducting these sessions as frequently as planned. Professional Development on Special Education (SPED) topics was conducted and well-received. We filled crucial roles, including School Administrator over Instruction, Literacy/ELA Instructional Coach, and Director of Curriculum, Instruction, and Assessment.</p> <p>The feedback from our teachers has been overwhelmingly positive, indicating a successful impact of our PD initiatives on teaching quality and student outcomes. The adaptations made, especially in administrative structure, reflect our responsiveness to changing needs and our commitment to continuous improvement.</p>	<p>\$533,432.00</p>	<p>\$281,349.00</p>	<p>✓</p>
		<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 (LLELs). The ELD Instructional Coach/Interventionist will provide designated ELD for English Learners; and will strengthen the delivery Integrated ELD across all disciplines through the facilitation of professional development for all educators. The ELD Instructional Coach will provide the Leadership team updates on the academic progress of English learners.</p> <p>EL/LLELs will participate in designated ELD differentiated workshops taught by the ELD coach. The school adopted a supplemental curriculum for ELLs. Moreover, the Director of Access, Equity and Compliance ensures that the ELD coach is present at all IEP meetings for English Learners, to ensure that the IEP teams consider student goals, accommodations, and test exemptions for our ELs as necessary. The ELD coach is also a frequent presenter at professional developments and has worked specifically with the English and Social Science departments on implementation of integrated SDAIF instructional support.</p>	<p><input checked="" type="checkbox"/> Fully Implemented</p> <p><input type="checkbox"/> Partially Implemented</p> <p><input type="checkbox"/> Not Implemented</p>	<p>At WAHS, we’ve made significant strides in enhancing our English Language Development (ELD) program, achieving substantial progress with our English Learner (EL) students. A cornerstone of our achievement has been the implementation of three specific sections of ELD support, focusing on reading, writing, and speaking &amp; listening which have been effectively structured with the adoption of LANGUAGE! Live since the 2022-23 academic year. This has provided a robust framework that enhances the learning experience for ELs.</p> <p>Central to our ELD strategy is the role of the ELD Instructional Coach, who in addition to teaching two</p>			

2	Strengthening English Learner (EL) Program & Services	<p>departments on implementation of integrated social and emotional support.</p> <p>An inclusion coach (identified in Goal 1, Action 6) will be hired to support general education teachers, special education teachers, ELD teachers and the ELD Coach as well as SWDs and EL students inside and outside of the classroom by modeling lessons, planning with teachers, providing small group instruction to students and having ongoing check-in meetings with teachers, site administrators, Director of Access, Equity and Compliance, Program Specialist and the ELD Coach to review what is working and what is not and make modifications to student and department goals and success criteria.</p> <p>LANGUAGE! Live is the curriculum that WAHS has adopted for ELD designated instruction. LANGUAGE! Live is designed for students who are reading below grade level. It is a highly recommended program to address the needs of English learners. A directed instruction component is provided that focuses on foundational skills, vocabulary, language, and comprehension instruction using videos, online assessments, digital libraries. This is paired with self-paced practice and interactive tools for students. Teachers have the opportunity to individually differentiate for students based on need.</p>		<p>Instructional Coach, who in addition to teaching two sections of designated ELD support classes, conducts student assessments for the ELPAC, monitors student progress towards reclassification, and developing tailored professional development for teachers. This configuration and strategies enable them to effectively support ELs across disciplines.</p> <p>The ELD differentiated workshops (dELD), using a station teaching model, has been effective. We group EL based on their skill levels and the ELD coach provides targeted tiered support. In addition, the Inclusion Coach, collaborates with our instructional coaches, including the ELD coach to develop and plan professional development sessions, focusing on the unique needs of our dually-classified students and enhancing our inclusive teaching practices. Feedback from teachers through post-PD surveys, have expressed their satisfaction with the support and training provided. Students have particularly appreciated the guidance from the ELD coach, especially with the reclassification process, an area many were not familiar with.</p> <p>One of the most significant indicators of our success is the dramatic increase in the reclassification rate from 0% to 25% last year and we're on track to maintain or exceed it. WAHS also received a GREEN Performance Level on the ELPAC Indicator where 49.4% made progress towards English language proficiency as measured by the Summative ELPAC.</p>	\$141,695.00	\$65,278.00	<input type="checkbox"/>
3	Core Curricular Program Needs	<p>The following standards aligned curriculum and consumables will be purchased:</p> <ul style="list-style-type: none"> <li>• Edmentum</li> <li>• APEX Learning</li> <li>• Novels</li> <li>• Summit Learning Platform (LMS) - grant funded</li> <li>• ERWC</li> <li>• Vista higher Learning Spanish curriculum (no cost)</li> <li>• Science Supplies</li> <li>• Project Wayfinder</li> <li>• NearPod</li> </ul>	<p><input checked="" type="checkbox"/> Fully Implemented</p> <p><input type="checkbox"/> Partially Implemented</p> <p><input type="checkbox"/> Not Implemented</p>	<p>WAHS provides all students with access to standards-aligned curriculum and instructional materials including supplemental online applications. This year we shifted to APEX credit recovery (online); and we've implemented Sustained Silent Reading program and with classrooms equipped with classroom libraries with books of various genres. For the upcoming 2024-25 school year, we plan to adopt ERWC curriculum which was piloted for grades 11 and 12.</p>	\$48,450.00	\$48,291.00	<input checked="" type="checkbox"/>
4	Closing the Digital Divide	<p>Wallis Annenberg High School IT Team will ensure all students are equipped with a technology device to access instructional &amp; supplemental materials, testing; and will continue to utilize Zoom for virtual meetings. Additional computers will be purchased for the computer lab to support our growing CTE Programs.</p>	<p><input checked="" type="checkbox"/> Fully Implemented</p> <p><input type="checkbox"/> Partially Implemented</p> <p><input type="checkbox"/> Not Implemented</p>	<p>WAHS provides all students with a technology device which they can take home. Our teachers utilize Google Classroom as a platform for information sharing and collection. This year we designed a Graphic Design lab with iMacs; and film equipment to support the Digital Media component of our CTE programs.</p>	\$185,592.00	\$57,495.00	<input type="checkbox"/>

<b>3</b>	<b>Goal Description</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>State Priority Addressed</b>		
			<input checked="" type="checkbox"/> 1. Basic Services		
			<input type="checkbox"/> 2. Implementation of State Standards		
			<input checked="" type="checkbox"/> 3. Parent Involvement		
	<b>Goal Explanation</b>	WAHS is committed to a vision by which all students feel safe, supported, and on track to be college and career ready. To better understand the needs of our student population, it is imperative that elicit the ideas, needs, and input from our educational partners.	<input type="checkbox"/> 4. Student Achievement	<b>Expenditure Update</b>	
			<input type="checkbox"/> 5. Student Engagement	<input type="checkbox"/>	First Interim
			<input checked="" type="checkbox"/> 6. School Climate	<input checked="" type="checkbox"/>	December 31, 2023
			<input type="checkbox"/> 7. Course Access	<input type="checkbox"/>	Second Interim
		<input type="checkbox"/> 8. Student Outcomes	<input type="checkbox"/>	Other	

#	Action Title	Action Description	Implementation Level	Overall Implementation Action & Substantive Difference	Total Funds Budgeted	Mid-year Expenditures	Contributing
<b>1</b>	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 extracurricular activities and sports program that includes:</p> <ul style="list-style-type: none"> <li>• CIF Sports: Boys/Girls Volleyball; Boys/Girls Soccer, Boys/Girls Basketball, Softball, Baseball, Football, and Cheer.</li> <li>• Athletics Director to coordinate sports program</li> <li>• Student Leadership:</li> <li>• Field Trips – extended learning opportunities</li> <li>• Host Clubs/organizations</li> <li>• PBIS: Kickboard, student incentives</li> </ul> <p>WAHS will provide field trips and extended learning opportunities to allow for students to learn standards through real world experiences. 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 their input. WAHS will administer Panorama SEL surveys to students, staff, and parents to assess school connectedness, safety, satisfaction, and engagement and will be reported in the school's LCAP and local indicators report and will be used in the annual development of the school's LCAP.</p>	<input type="checkbox"/> Fully Implemented <input checked="" type="checkbox"/> <b>Partially Implemented</b> <input type="checkbox"/> Not Implemented	<p>With the implementation of the new WAHS leadership structure, there has been a significant improvement in our college going culture. Our "Every Student Connected" motto has resulted in additional sports teams and clubs including Girls Flag Football, Esports, Swim and on the near horizon, Cross Country, of which over 60% of our students participate in. With the support of the Head of CCR, the school's athletic director and assistant athletic director, are leading the way for our sports teams. We've partnered South Central Health Care, who provide mobile health units equipped with physicians that provide physical checkup for our students onsite.</p> <p>The WAHS ASB program has grown tremendously from 15 to 40 students while providing whole school activities throughout the year. Bolstering student involvement has been enhanced by the ARC afterschool program which provides clubs and other extracurricular activities.</p> <p>An identified area of growth is our PBIS program including the incentives we provide for attendance, academic performance, assessment participation resulting in annual ADA of 92% and an increase in high school graduation rates of 95.6%. We administer the Panorama School Climate survey annually to students, staff and parents/families.</p> <p>WAHS has reviewed and revised its Comprehensive School Safety Plan in conjunction with the safety plan of the organization which has been presented staffwide.</p>	\$591,743.00	\$221,442.00	<input checked="" type="checkbox"/>
				<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"> <li>• English Language Advisory Committee (ELAC), DELAC, EL-PAC, per CA EC 52062</li> </ul>	<input type="checkbox"/> Fully Implemented	<p>WAHS solicits input in decision-making with the following parent committees: PAC, and ELAC. We are using several strategies to engage parent participation in these committees.</p>	

2	Parent Input in Decision-making	<p>(a)(2)</p> <ul style="list-style-type: none"> <li>Parent Advisory Committee (PAC) per CA EC 52062(a)(1)</li> </ul>	<input checked="" type="checkbox"/> Partially Implemented  <input type="checkbox"/> Not Implemented		\$0.00	\$0.00	<input type="checkbox"/>
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 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 &amp; Attendance Technician 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"> <li>Parent Education Workshops: led by USC – How to support your teen through high school and beyond (3 sessions)</li> <li>Training on accessing PowerSchool Parent Portal</li> <li>Coffee with the Leadership Team</li> <li>Family Workshops: Applying for financial aid (FAFSA), College application process, behavior management, social-emotional: suicide awareness, cyber-issues.</li> <li>Accessing Summit &amp; Vista Learning Platforms</li> </ul>	<input type="checkbox"/> Fully Implemented  <input checked="" type="checkbox"/> Partially Implemented  <input type="checkbox"/> Not Implemented	<p>The development/revision of the school's website is still in progress. However, the Leadership Team continues communicate with families through informational workshops and student/family celebrations. Workshops hosted this year include:</p> <ul style="list-style-type: none"> <li>-Power School Training</li> <li>-FAFSA and College Application Completion</li> <li>-Mental Health Workshops</li> </ul> <p>WAHS continues to address chronic absenteeism that impacts academic performance through Tier 3 intervention that includes home visits conducted by our Data &amp; Assessment Coordinator. These efforts have had a positive impact on daily student attendance.</p>	\$47,425.00	\$23,839.00	<input type="checkbox"/>
4	Maintaining Safe & Clean School Facilities	<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 repairs are made. FIT report findings are reported annually on the SARC and LCAP.</p>	<input checked="" type="checkbox"/> Fully Implemented  <input type="checkbox"/> Partially Implemented  <input type="checkbox"/> Not Implemented	<p>In many respects school safety is the primary force for school accountability. WAHS is committed to provide a learning environment which provides both a safe physical and social emotional campus. Staffing guidelines remain compliant with State and Local guidelines and in many ways exceed governmental standards. Although the worst of Covid appears to be behind us, WAHS still remains vigilant in providing access to PPE as needed and following suggested health guidelines. All repairs continue to be made in a timely manner as identified through our Facility Inspection Tool. The FIT is reported annually on the school's SARC, LCAP and Local Indicators Report.</p>	\$187,327.00	\$41,163.00	<input type="checkbox"/>

<b>LCFF Budget Overview for Parents Mid-year Update: WAHS</b>		
<b>Expenditures for High Needs Students in the 2023-24 School Year</b>	<b>2023-24 Adopted Budget</b>	<b>Projected Actual 2023-24</b>
Total LCFF funds	\$7,672,929.00	\$7,480,318.00
LCFF supplemental & concentration grants	\$2,172,620.00	\$2,117,333.00
All other state funds	\$261,121.00	\$221,783.00
All local funds	\$515,884.00	\$587,490.00
All federal funds	\$646,231.00	\$720,321.00
<b>Total Projected Revenue</b>	<b>\$9,096,165.00</b>	<b>\$9,009,911.00</b>
<b>Total Budgeted Expenditures for the 2023-24 School Year</b>	<b>2023-24 Adopted Budget</b>	<b>Projected Actual 2023-24</b>
Total Budgeted General Fund Expenditures	\$9,769,753.00	\$9,837,162.00
Total Budgeted Expenditures in the LCAP	\$7,536,287.00	\$7,382,776.00
Total Budgeted Expenditures for High Needs Students in the LCAP	\$2,336,859.00	\$2,336,859.00
Expenditures not in the LCAP	\$2,233,466.00	\$2,454,386.00