

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Wallis Annenberg High

CDS Code: 19-64733-0100750

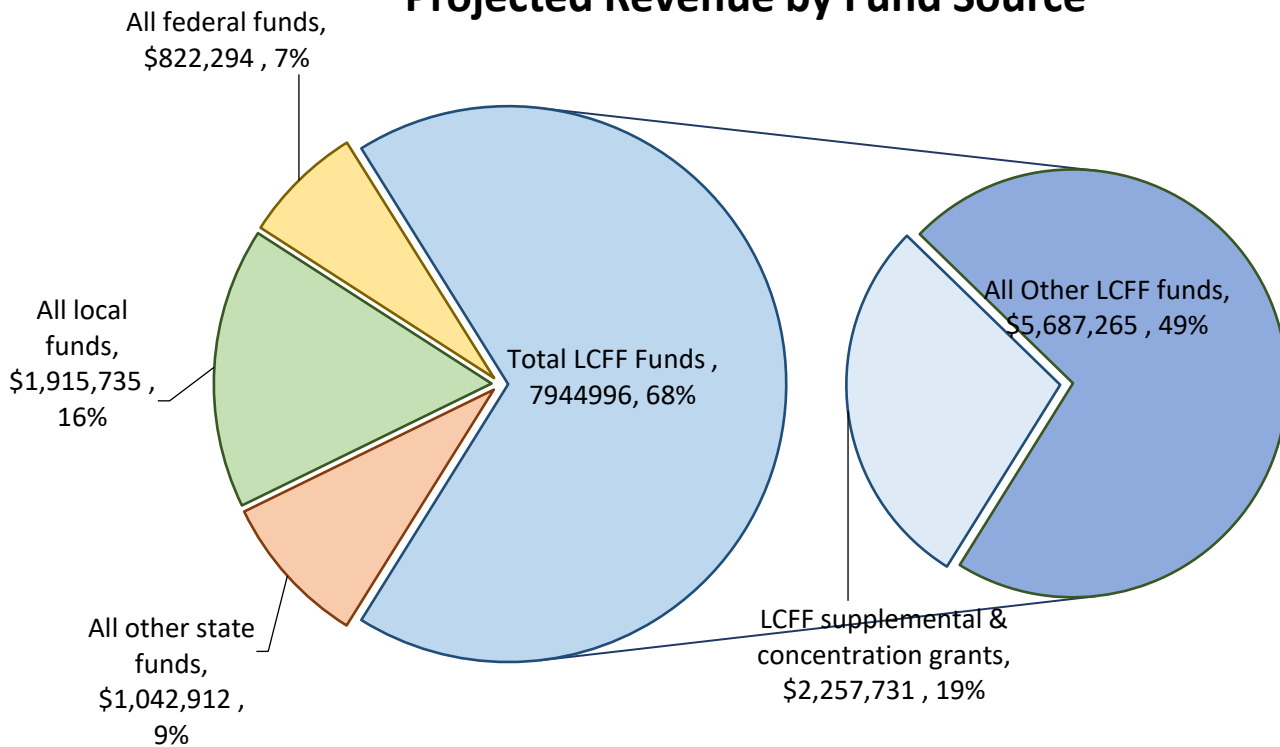
School Year: 2025-26

LEA contact information: Jesse Melgares, CEO, 323-235-6343, jmlegares@accelerated.org

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

Budget Overview for the 2025-26 School Year

Projected Revenue by Fund Source

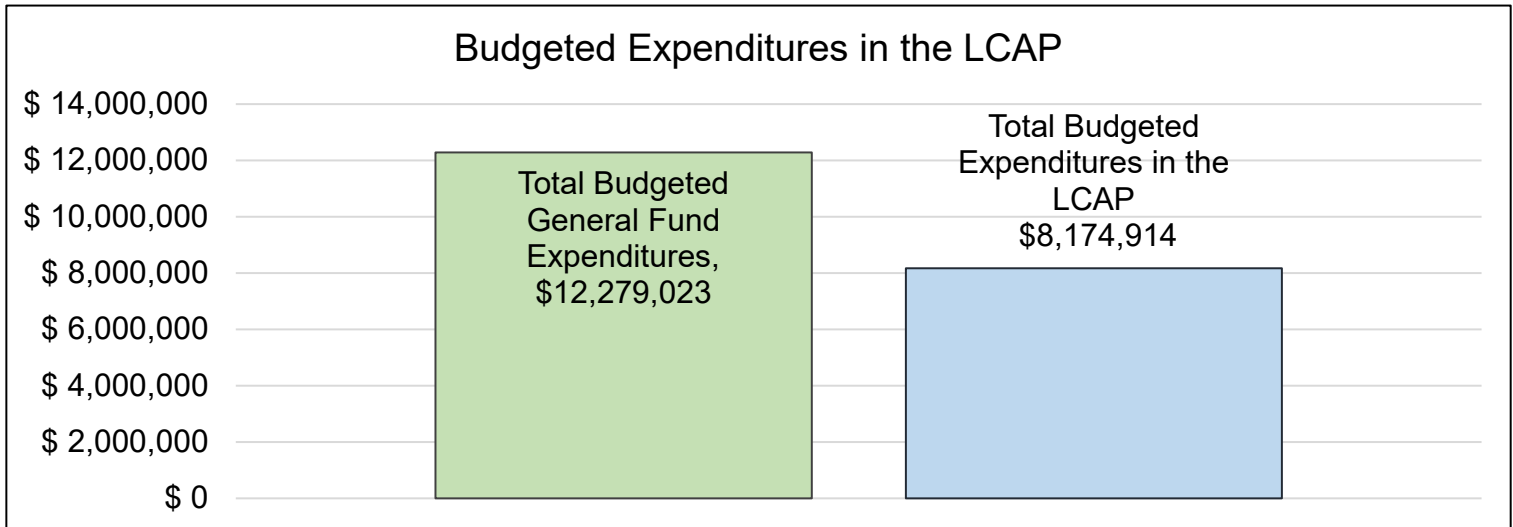


This chart shows the total general purpose revenue Wallis Annenberg High expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Wallis Annenberg High is \$11,725,937.00, of which \$7,944,996.00 is Local Control Funding Formula (LCFF), \$1,042,912.00 is other state funds, \$1,915,735.00 is local funds, and \$822,294.00 is federal funds. Of the \$7,944,996.00 in LCFF Funds, \$2,257,731.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Wallis Annenberg High plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

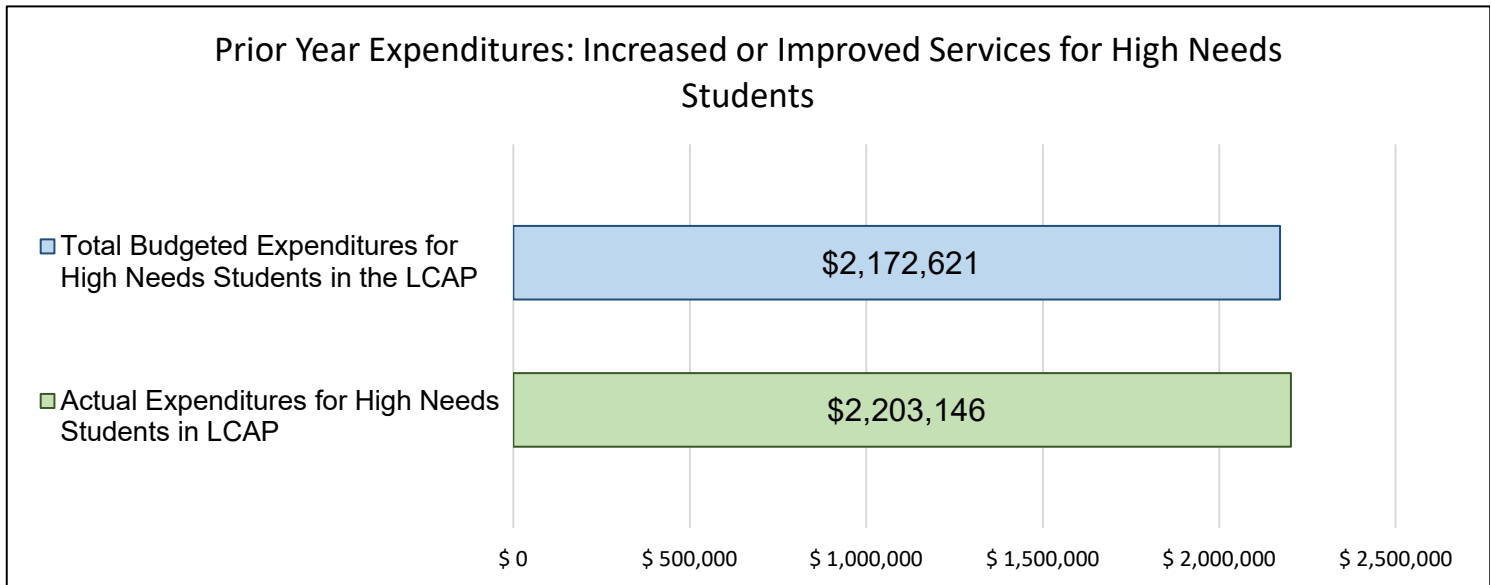
The text description of the above chart is as follows: Wallis Annenberg High plans to spend \$12,279,023.00 for the 2025-26 school year. Of that amount, \$8,174,914.00 is tied to actions/services in the LCAP and \$4,104,109.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Wallis Annenberg High is projecting it will receive \$2,257,731.00 based on the enrollment of foster youth, English learner, and low-income students. Wallis Annenberg High must describe how it intends to increase or improve services for high needs students in the LCAP. Wallis Annenberg High plans to spend \$2,257,731.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, Wallis Annenberg High's LCAP budgeted \$2,172,621.00 for planned actions to increase or improve services for high needs students. Wallis Annenberg High actually spent \$2,203,146.00 for actions to increase or improve services for high needs students in 2024-25.

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	David C. Tran, Head of Academics & Faculty Affairs	dtran@accelerated.org (323) 235-6343

Plan Summary 2025-26

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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 students 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 students to be independent critical thinkers, decision-makers, and responsible, productive leaders in our community.

Wallis Annenberg High School (WAHS) has undergone significant changes in its leadership structure, transitioning from a traditional principal and assistant principal model to two Heads of School, focusing on Academics, Faculty Affairs, and College and Career, respectively. Additionally, the school expanded its certificated staff to 25, adding an English and a Resource Specialist Teacher to serve grades 9-12 across various subjects. WAHS exceeded California's instructional day requirement with a 180-day academic calendar and implemented 10 days of professional development, emphasizing teacher planning and interdisciplinary reading strategies. New teachers also benefited from a dedicated orientation program. Furthermore, the school hired an Inclusion Coach to support its co-teaching model, reflecting a commitment to inclusive education practices.

Currently, WAHS serves 484 students in grades 9-12 that include the following demographics: 98% Hispanic, 2% African American, 12% Students with Disabilities (SWD), 19% English Learners (EL), 0.2% Homeless, and 96% Socioeconomically Disadvantaged.

MISSION

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

Measuring Student Progress

Our commitment to assessing student performance remains steadfast, with NWEA MAP tests in Reading and Math conducted three times annually, alongside state-mandated assessments. Our Data and Intervention Coordinator plays a pivotal role in leveraging diverse data sources to

monitor student progress and evaluate program efficacy, informing our instructional approaches. Moreover, the integration of Performance Matters, a comprehensive data management system, ensures consistent oversight and analysis of student performance across all assessments.

WAHS has embarked on a transformative journey to address academic needs and accelerate learning, marked by strategic changes and implementations. Transitioning to a 4x4 block schedule has provided new opportunities for students, especially in addressing credit deficiencies and expanding access to diverse Career and Technical Education Pathways (CTE). Our focus on incoming freshmen, particularly in mathematics, involves leveraging tools like NWEA assessments and analyzing students' performance history to provide targeted support. A notable change includes transitioning away from the SUMMIT Platform for credit recovery to APEX Learning, seamlessly integrated into our school schedule, along with Spring Intersession and Summer School programs for credit recuperation. Tutoring opportunities are embedded within the school day, ensuring academic support without disrupting regular learning schedules. Additionally, our Summer Bridge Program, now condensed to a single day based on stakeholder feedback, remains pivotal in facilitating the transition from middle school to high school and fostering a successful high school experience. These actions reflect our dynamic and responsive approach to education, aimed at continually enhancing methods to meet the evolving needs of our students and community.

Annenberg Foundation Partnership

WAHS has secured a transformative \$3 million grant from the Annenberg Foundation for the "2025-2028 High School Math Improvement Plan" specifically targeting students achieving "Very Low" performance levels on the California School Dashboard. This grant provides unprecedented resources to address the mathematics learning recovery needs including:

- Six (6) additional mathematics teachers over three years (\$1.96M) to provide intensive intervention for students achieving Achievement Level 1 and low Achievement Level 2
- Two (2) assistant principals focused on mathematics instruction and learning recovery (\$1.04M) providing dedicated leadership for implementing evidence-based interventions
- Comprehensive professional development aligned with the 2023 Mathematics Framework, specifically targeting trauma-informed instruction, culturally responsive pedagogy, and specialized intervention strategies for Long-term English Learners and English Learners
- Four (4) temporary modular classrooms to expand mathematics instruction capacity, enabling smaller class sizes for intensive intervention
- Evidence-based curriculum and intervention materials specifically selected for effectiveness with students achieving "Very Low" performance levels

College-Going Culture

WAHS promotes a college-going culture with UC A-G approved courses, access to concurrent enrollment at Los Angeles Trade Tech College (LATTC), MESA STEM and Escalera. Our counselors have a 150:1 student to counselor caseload and meet with each student regularly throughout the year.

WAHS is not eligible for Equity Multiplier funds but has Learning Recovery Emergency Block Grant (LREBG) Funds that will be included in the 2025-26 LCAP.

Wallis Annenberg High School has developed a one-year 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):

- ELPI Progress Rate: Increase from 41% to at least 50%, through strengthened level-specific ELD instruction, integrated ELD strategies, and enhanced test preparation.
- 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)
- Student Advisory Committee
- Providing written response to each of the committees regarding their comments

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The following table reflects Wallis Annenberg High School’s (WAHS) performance on the 2023 California School Dashboard, organized by State/Academic Indicators and student groups. This data demonstrates the school's academic achievement levels across different metrics and student populations.

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career (Status Only)
All Students	N/A	N/A	Blue	Blue	Yellow	Yellow	Low
English Learners	Green	N/A	Yellow	--	--	--	--
Foster Youth	N/A	N/A	--	--	N/A	N/A	--
Socioeconomically Disadvantaged	N/A	N/A	Blue	Blue	Yellow	Yellow	Low
Students with Disabilities	N/A	N/A	Orange	--	--	--	--
African American	N/A	N/A	--	--	N/A	N/A	--
Hispanic	N/A	N/A	Blue	Blue	Yellow	Yellow	Low
White	N/A	N/A	--	N/A	--	--	N/A
Two or More Races	N/A	N/A	--	N/A	N/A	N/A	N/A

Excerpt from 2024-25 LCAP (2023 CA School Dashboard)

ELA Academic Indicator: WAHS administers NWEA MAP assessment data to guide instruction, professional development on literacy strategies is supported by the ELA instructional coach and Director of Curriculum, Instruction and Assessment, and a Data and Intervention Coordinator was added to provide "data-rich reports for teachers and administrators, to better inform practice, and allow for personalized and targeted teaching plans. NWEA MAP assessments data is used to guide instruction, professional development on literacy strategies is supported by the ELA instructional coach and Director of Curriculum, Instruction and Assessment, and a Data and Intervention Coordinator was added to provide “data-rich reports for teachers and administrators, to better inform practice, and allow for personalized and targeted teaching plans.

2022-23 ELA CAASPP	
Student Group	DFS
All Students	-14.9
Hispanic	-14.6
SED	-17.4

Math Academic Indicator: Incoming freshmen are enrolled in a supplemental Math support course to reinforce foundational skills and teachers systemize opportunities to learn and practice oral English language through math language routines and conceptual thinking.

The math educational environment has undergone enhancement through the implementation of an externally validated curriculum (Illustrative Mathematics). This curriculum not only ensures a standardized and validated approach but also aligns with the level of rigor necessary to show grade level mastery. Consistent department meetings have been instrumental in fostering a collaborative atmosphere, focusing on developing teacher capacity to facilitate the student-centered lessons from Illustrative Mathematics. Emphasis has also been placed on encouraging student-to-student dialogue, fostering an interactive and engaging learning experience. Professional development initiatives centered on Math Language Routines have equipped educators with the tools to enhance mathematical literacy of students. Additionally, a proactive approach to student success involves empowering students through goal setting and progress monitoring aligned with learning outcomes and success criteria. To further support student achievement, the establishment of our SBAC Club caters to those on the brink of meeting standards and those aspiring to excel. Notably, the commitment of our 11th-grade math teacher in spreading awareness about the standardized test and its significance underscores the dedication to preparing students for academic success. This comprehensive approach reflects a commitment to student-centric education, holistic teacher development, and an awareness of the broader educational context.

The school leadership identified areas of focus, including the use of John Hattie’s Visible Learning and Evidenced-Based Strategies, as the school continues to work towards full implementation of the key features and priorities. Focus areas include the following: (1) Classroom Dialogue, Not Monologue, (2) Definition of Success from the Onset through Learning Outcomes(s) and Success Criteria(s), and (3) Assessment as Feedback to Me, the teacher, using Low Stakes, High-Yield Strategies. This has led to an increase in student performance in ELA (68.4 points), math (45 points), and EL Progress (23.4%), all areas noted in the Student Achievement and Educational Performance section of the 2021-2022 oversight report.

English Learner Progress Indicator: At WAHS, we've significantly enhanced our English Language Development (ELD) program to better support our English Learner (EL) students. Our initiative focuses on three core aspects of ELD support: reading, writing, and speaking & listening, implemented through the adoption of LANGUAGE! Live since the 2022-23 academic year. This structured approach has greatly improved the learning experience for ELs.

Central to our strategy is the pivotal role of the ELD Instructional Coach, who not only teaches designated ELD support classes but also conducts student assessments for the ELPAC, monitors progress towards reclassification and provides tailored professional development for teachers to support ELs across all classes. Additionally, our differentiated ELD workshops, utilizing a station teaching model, have proven highly effective in providing personalized assistance to students based on their skill levels. Collaboration with the Inclusion Coach further strengthens our efforts, as we develop professional development sessions focused on the unique needs of dually classified students and enhancing inclusive teaching practices. The positive feedback from both teachers and students, along with a notable increase in the reclassification rate of our ELs, reflects the success of our ELD support strategies and our unwavering commitment to the academic progress of our EL students at WAHS.

2022-23 Math CAASPP	
Student Group	DFS
All Students	-89.9
Hispanic	-89.1
SED	-93.4

College/Career Indicator: WAHS is making significant strides in College and Career readiness for our students, supported by a counseling ratio that adheres to best practices at 150 to 1. With this exceptional ratio, our counselors conduct a minimum of 6 meetings per student throughout the school year, ensuring access to UC A-G approved courses. Our students benefit from various opportunities including Dual/Concurrent enrollment with LATTC, participation in programs like MESA STEM and Escalera, engagement in CTE pathways, AP testing, and access to Naviance resources. Additionally, our counseling team organizes events such as FAFSA and College and Career Nights, along with numerous college trips, including exploration of East Coast campuses, resulting in acceptances to Ivy League institutions this year at WAHS.

2024 CA School Dashboard

The following table reflects Wallis Annenberg High School's (WAHS) performance on the **2024 California School Dashboard**, organized by State/Academic Indicators and student groups. This data demonstrates the school's academic achievement levels across different metrics and student populations.

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career
All Students	N/A	N/A	Orange	Green	Green	Orange	Green
English Learners	Orange	N/A	Orange	--	--	--	--
Long-Term English Learners	Orange	N/A	Orange	--	--	--	--
Foster Youth	N/A	N/A	--	N/A	--	--	N/A
Homeless	N/A	N/A	--	--	N/A	--	--
Socioeconomically Disadvantaged	N/A	N/A	Orange	Green	Green	Orange	Green
Students with Disabilities	N/A	N/A	Orange	--	--	--	--
African American	N/A	N/A	--	N/A	--	--	N/A
Hispanic	N/A	N/A	Orange	Green	Green	Orange	Green

English Learner Progress Indicator (ELPI) Needs Assessment

Identified Performance Gaps

- **2024 CA School Dashboard Results:** Wallis Annenberg High School received an Orange performance level for English Learners, with only 41% making progress toward English language proficiency, representing a significant decline from 49.4% in the previous year. This 8.4 percentage point decrease places the school below the state average of 45.7%. Long-Term English Learners (LTEL) also earned an Orange performance level at 45.2% making progress, down from 54.3% the previous year, representing a 9.1 percentage point decline.

- **Current Student Population:** The school serves 89 English Learners with 2024 Summative ELPAC reports, historically representing over 20% of the student population. More than 80% of these English Learners are classified as Long-Term English Learners, having been enrolled in U.S. schools for seven years without meeting reclassification criteria.
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Data Analysis

Quantitative and Qualitative Data Sources

The needs assessment incorporated multiple data sources including 2024 CA School Dashboard ELPI results, Summative ELPAC performance data disaggregated by proficiency level, NWEA MAP Growth data for EL subgroups, and reclassification rates showing a decline from 22.4% in 2022-23 to 14.61% in 2023-24. Qualitative data included root cause analysis from oversight documentation, teacher feedback on ELD course effectiveness, student performance observations, and assessment of current curriculum implementation.

Analysis revealed that the largest group of students whose ELPI levels remained static or declined were Level 3 students, where reading comprehension emerged as the weakest area with an average raw score of only 14 out of 26 points on the reading subtest. Level 1 students demonstrated significant struggles with speaking and listening, scoring in single digits on subtests that account for more than half of the total ELPAC score.

Educational Partners Engaged

The needs assessment process engaged multiple educational partners in data analysis and solution development. School leadership participated alongside instructional staff comprising ELD teachers, general education teachers, and the ELD coach. Support staff including academic tutors and program specialists provided insights into student needs and intervention effectiveness. Family representatives through ELAC and EL-PAC participation offered community perspectives, while English Learner student focus groups provided direct feedback on instructional experiences and challenges.

Identified Strengths and Demonstrated Growth

The school has implemented several positive changes that provide a foundation for improvement. The newly restructured ELD program groups students by proficiency levels rather than mixing levels, with ELD 1 specifically for Level 1 students focusing on speaking and listening skills using the USA Learns curriculum. ELD 2 serves Level 2 students with emphasis on reading and writing development, while ELD 3 targets Level 3 students' reading comprehension needs, both utilizing the Language Live curriculum.

Academic tutors have been strategically placed in designated ELD courses to provide push-in support for newcomers and long-term English Learners. The school has established an internal growth goal targeting at least 50 student level improvements (55%) to achieve Blue performance on the 2025 California School Dashboard, demonstrating administrative commitment to improvement.

Greatest Needs and Specific Student Groups

- **Primary Academic Challenges:** Reading comprehension deficits represent the most significant barrier to progress, particularly for Level 3 students who require intensive academic vocabulary development and inferencing skills instruction. Oral language development gaps prevent Level 1 students from accessing grade-level content and demonstrating their knowledge effectively. The large population of Long-Term English Learners faces unique challenges requiring accelerated language acquisition strategies and specialized intervention approaches.
- **Systemic Instructional Needs:** Professional development gaps limit teachers' capacity to implement effective academic language development strategies across content areas. The previous practice of mixed-level ELD classes, while now corrected, created instructional inconsistencies that continue to impact student progress. Limited co-teaching between ELD and content area teachers reduces opportunities for integrated language and content instruction.

Issues Identified This Year

- **Instructional Delivery Challenges:** The transition to level-specific ELD courses, while positive, revealed the need for more differentiated instruction within each proficiency level. Teachers require additional training in ELPAC preparation techniques and LTEL-specific interventions. Small group testing arrangements for declining students have shown promise.
- **Assessment and Progress Monitoring:** Current formative assessment practices inadequately track incremental language development progress. Students demonstrate unfamiliarity with ELPAC test format and academic language demands, suggesting the need for more comprehensive test preparation strategies integrated into regular instruction.

Identified Resource Inequities

- **Staffing and Professional Capacity:** The school lacks a dedicated ELD instructional coach position, limiting specialized support for teachers implementing language development strategies. Insufficient academic tutor support across all ELD levels creates uneven intervention opportunities. Professional development resources focus primarily on content areas with limited emphasis on second language acquisition methodology.
- **Curriculum and Instructional Materials:** While USA Learns and Language Live provide solid foundational curricula, supplemental materials targeting academic vocabulary development and grade-level content access remain insufficient. Technology resources specifically designed for language development need expansion, particularly for independent practice and differentiated instruction.

Root Cause Analysis

- **Instructional Design Factors:** The previous mixed-level ELD course structure prevented targeted instruction aligned with specific proficiency needs, contributing to student frustration and limited progress. Insufficient integration of academic language development across content areas meant students received language instruction in isolation rather than meaningful, contextualized practice.
- **Professional Capacity Limitations:** Teachers lack comprehensive training in second language acquisition principles and LTEL-specific instructional strategies. Limited coaching support for ELD instruction reduces opportunities for reflective practice and continuous

improvement. The absence of systematic collaboration between ELD and content area teachers limits cross-curricular language development opportunities.

- **Systemic and Structural Barriers:** Inadequate time allocation for intensive language development within the school schedule constrains comprehensive intervention implementation. Limited family engagement in the language learning process reduces home-school coordination and support. Assessment preparation occurs in isolation rather than being integrated into daily instruction, limiting authentic skill development.

Plan of Action for 2025-26

- **Universal Supports for All English Learners:** The school will maintain and strengthen level-specific ELD courses while implementing integrated ELD strategies across all content areas. A comprehensive professional development program will provide all teachers with ELD methodology training, academic language development strategies, and LTEL-specific intervention techniques. Curriculum enhancements will expand USA Learns implementation for newcomers, strengthen Language Live with supplemental materials, and integrate systematic academic vocabulary development across all subjects.
- **Targeted Interventions for Struggling Students:** Small group interventions will address specific skill gaps, including reading comprehension support for Level 3 students, oral language development sessions for Level 1 students, and academic writing workshops for all levels. Enhanced assessment preparation will integrate ELPAC test-taking strategies into regular instruction, provide practice with authentic assessment tasks, and establish individual goal-setting conferences for each student.
- **Intensive Support for Long-Term English Learners:** A specialized LTEL program will implement accelerated language development curriculum, create individual learning plans with specific reclassification goals, and provide intensive academic vocabulary intervention. Family engagement initiatives will offer LTEL family education workshops, home-school language support strategies, and comprehensive reclassification process information sessions.

Projected Outcomes

Year 1 (2025-26) Targets:

- ELPI Progress Rate: Increase from 41% to at least 50%, through strengthened level-specific ELD instruction, integrated ELD strategies, and enhanced test preparation.
- LTEL Reclassification Rate: Improve from 14.6% to 20% by implementing individual learning plans, targeted academic vocabulary support, and expanded family engagement focused on the reclassification process.

Year 2 (2026-27) Goals:

- ELPI Progress Rate: Meet or exceed the state average of 45.7%, advancing to the Green performance level through sustained professional development, fully integrated language supports across content areas, and expanded small-group interventions.

- LTEL Reclassification Rate: Increase to 25% by deepening implementation of LTEL-specific instructional strategies, strengthening coordination between ELD and general education teachers, and aligning assessments with reclassification goals.

Year 3 (2027-28) Aspirations:

- ELPI Progress Rate: Reach $\geq 60\%$, achieving Blue performance level and positioning the school as a model for targeted and integrated English Learner support.
- LTEL Reclassification Rate: Sustain reclassification at 30%, with at least one-third of eligible LTELs reclassified, supported by fully aligned academic and language development systems that close persistent opportunity gaps.

Implementation and Evaluation Framework

Summer 2025 Preparation: Intensive professional development for all staff, curriculum material procurement and setup, and comprehensive family orientation and engagement planning will establish the foundation for program implementation.

Fall 2025 Launch: The enhanced ELD program structure will begin alongside the intensive LTEL intervention program and comprehensive progress monitoring systems implementation.

Spring 2026 Evaluation: Mid-year assessment and program adjustments will inform 2026 ELPAC preparation while evaluating Year 1 outcomes to plan Year 2 improvements and refinements.

The effectiveness of this comprehensive needs assessment and subsequent interventions will be measured through annual ELPAC performance improvements, increased reclassification rates, enhanced student engagement and academic performance, improved teacher confidence and competency in ELD instruction, and strengthened family engagement in the language learning process, with the goal of achieving Blue performance level on the 2025 CA School Dashboard.

Suspension Rate Needs Assessment

Identified Performance Gaps

- **2024 CA School Dashboard Results:** Wallis Annenberg High School received an Orange performance level for suspension rates across all student groups on the 2024 California School Dashboard, representing a significant increase from the previous year's performance. The overall suspension rate increased dramatically from 0.4% to 2.1%, marking a substantial 1.7 percentage point increase that places the school in a concerning trajectory requiring immediate intervention.
- **Disaggregated Student Group Performance:** The suspension rate increases affected multiple student populations disproportionately. English Learners experienced a suspension rate of 5.3%, while Long-Term English Learners faced an even higher rate of 6.3%. Socioeconomically Disadvantaged students had a suspension rate of 2.2%, Students with Disabilities experienced 3.1%, and Hispanic students faced a 2.2%

suspension rate. These disparities indicate systemic issues affecting the school's most vulnerable populations at higher rates than the general student body.

- **Historical Context:** The increase in suspension rates from 0.4% to 2.1% reflects a notable shift compared to previous years and may be influenced by a combination of changing student needs, staffing transitions, or evolving disciplinary practices and reporting. This rise stands in contrast to the school's historically low suspension rates and highlights the need for thoughtful, schoolwide reflection and the implementation of strengthened supports to ensure consistency, equity, and proactive behavioral interventions.

Data Analysis

- **Quantitative Data Sources:** The assessment incorporated 2024 CA School Dashboard suspension rate data disaggregated by student groups, disciplinary incident reports, attendance data correlating with suspension events, and academic performance data for suspended students. Historical suspension data from previous years provided context for understanding the magnitude of the increase. Student survey data from Panorama assessments offered insights into school climate and safety perceptions that may correlate with behavioral incidents.
- **Qualitative Data Analysis:** Qualitative data sources included administrator interviews regarding disciplinary practices, teacher reports on classroom management challenges, student focus group feedback on school climate, and family feedback through Parent Advisory Committee discussions. Analysis of disciplinary referral patterns revealed common incident types, locations, and times of day when suspensions occurred most frequently.
- **Emerging Patterns:** Data analysis revealed that suspension incidents clustered around specific behavioral categories and affected certain student populations disproportionately. The timing of the increase coincided with staffing changes, including vacant positions for Assistant Principal and Dean of Culture, which may have impacted consistent implementation of restorative practices and proactive behavioral interventions.

Educational Partners Engaged

The needs assessment process engaged comprehensive stakeholder participation to understand the multifaceted nature of the suspension rate increase. School administration, including the principal and available administrative staff, participated in data review and policy analysis. Teaching staff provided insights into classroom behavioral patterns and disciplinary referral practices through department meetings and individual consultations.

Student representatives through Associated Student Body leadership and informal focus groups shared perspectives on school climate, peer conflicts, and disciplinary experiences. Family members engaged through Parent Advisory Committee meetings and ELAC discussions contributed insights into home-school communication regarding disciplinary matters and cultural considerations affecting student behavior.

Support staff, including counselors, the psychiatric social worker, attendance clerks, and campus supervisors, provided critical perspectives on student social-emotional needs and behavioral intervention strategies. Community partners, including the telehealth provider Hazel Health, offered insights into mental health factors that may contribute to behavioral incidents.

Identified Strengths and Demonstrated Growth

- **Existing Support Systems:** The school maintains several foundational elements that can support behavioral improvement efforts. The Wayfinder Social Emotional Learning curriculum provides structured SEL instruction through College and Career Readiness courses, offering students tools for emotional regulation and conflict resolution. The Multi-Tiered System of Supports (MTSS) framework provides a structure for identifying and supporting students with behavioral needs before incidents escalate to suspension-level consequences.
 - **Positive Behavioral Interventions and Supports (PBIS):** WAHS continues to implement PBIS practices, incentives, and student recognition celebrations, providing a foundation for positive school culture development. The school's commitment to restorative practices, while inconsistently implemented due to staffing challenges, demonstrates administrative understanding of alternative disciplinary approaches that can reduce suspension rates while maintaining school safety.
 - **Mental Health and Counseling Resources:** The availability of psychiatric social worker services and telehealth support through Hazel Health provides students with access to mental health interventions that can address underlying factors contributing to behavioral incidents. These resources offer alternatives to punitive responses when behavioral issues stem from social-emotional or mental health challenges.
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Greatest Needs and Specific Student Groups

- **Disproportionate Impact on Vulnerable Populations:** Suspension data indicates important differences in how student groups are experiencing disciplinary outcomes, particularly among English Learners, Long-Term English Learners, and Students with Disabilities. These patterns suggest that factors such as language access, cultural context, or academic challenges may influence student behavior and how it is interpreted. For Students with Disabilities, higher suspension rates may point to opportunities to strengthen the implementation of individualized supports outlined in their IEPs.
 - **Systemic Behavioral Support Gaps:** The implementation of proactive behavioral supports and restorative practices has faced challenges this year, in part due to staffing transitions in key leadership roles. With the Assistant Principal position unfilled and the Dean of Culture role vacant until November 2024, the school experienced reduced capacity to provide consistent, relationship-centered approaches to discipline. These staffing gaps limited the ability to fully implement restorative systems and sustain the mentoring relationships that play a vital role in preventing behavioral escalation.
 - **Social-Emotional Learning Implementation:** The Wayfinder SEL curriculum provides a valuable foundation for social-emotional learning on campus. As the school continues to strengthen its behavioral supports, there may be opportunities to further enhance SEL instruction to meet emerging student needs. Additional focus on skills such as conflict resolution, emotional regulation under stress, and peer relationship building could deepen the curriculum's impact and better support students in navigating daily challenges.
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Issues Identified This Year

- **Staffing Challenges and Consistency:** The vacant Assistant Principal position and delayed hiring of the Dean of Culture created significant gaps in disciplinary leadership and consistency. These staffing challenges resulted in inconsistent application of disciplinary policies, reduced capacity for restorative interventions, and increased reliance on suspension as the primary disciplinary response. The strain on existing staff

members attempting to cover multiple roles may have contributed to less thorough investigation of incidents and reduced time for preventive relationship-building with students.

- **Policy Implementation and Training:** Analysis suggests potential gaps in staff training on restorative disciplinary practices and de-escalation techniques. Without consistent administrative leadership in disciplinary matters, teachers and support staff may have defaulted to more traditional punitive approaches rather than implementing the school's stated commitment to restorative practices and PBIS principles.
 - **Communication and Cultural Responsiveness:** The disproportionate impact on English Learners and Hispanic students suggests potential cultural or linguistic barriers in disciplinary processes. Students and families may not fully understand disciplinary procedures, their rights in the process, or available alternatives to suspension. Limited translation services or culturally responsive disciplinary practices may contribute to disparate outcomes.
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Identified Resource Inequities

- **Administrative and Support Staffing:** The school's administrative structure lacks sufficient capacity to provide consistent, relationship-based disciplinary interventions. The absence of key positions creates workload imbalances that prevent thorough investigation of incidents, implementation of restorative practices, and development of individualized behavioral intervention plans. Limited counseling staff relative to student social-emotional needs constraints proactive mental health support that could prevent behavioral incidents.
 - **Professional Development and Training:** Staff lack comprehensive training in trauma-informed disciplinary practices, restorative justice implementation, and cultural responsiveness in behavioral interventions. Limited professional development resources focus on academic instruction rather than behavioral support strategies, leaving staff inadequately prepared to address complex student behavioral needs without resorting to exclusionary discipline.
 - **Family Engagement and Communication:** The school's capacity for meaningful family engagement in disciplinary processes remains limited by language barriers, cultural differences, and insufficient staffing for comprehensive parent outreach. Limited availability of bilingual staff for disciplinary conferences and inadequate translation of disciplinary policies into families' home languages create barriers to effective home-school collaboration in addressing behavioral concerns.
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Root Cause Analysis

- **Structural and Systemic Factors:** The dramatic increase in suspension rates correlates directly with critical staffing vacancies in disciplinary leadership positions. The absence of consistent administrative oversight and relationship-building capacity created conditions where minor behavioral incidents escalated to suspension-level consequences. Without dedicated personnel focused on restorative practices and proactive intervention, the school's disciplinary system defaulted to exclusionary responses rather than addressing underlying behavioral causes.
- **Professional Capacity and Implementation Gaps:** Staff lack comprehensive training and ongoing coaching in evidence-based behavioral intervention strategies. The school's stated commitment to restorative practices and PBIS has not been supported by sufficient professional development, implementation monitoring, or administrative modeling. This gap between policy intention and practice implementation contributes to inconsistent disciplinary responses and overreliance on suspension.

- **Student Social-Emotional and Academic Factors:** Post-pandemic social-emotional challenges continue to affect student behavior, with limited comprehensive intervention addressing trauma, anxiety, and social skill deficits. Academic frustration, particularly among English Learners and Students with Disabilities, may manifest as behavioral incidents when students lack alternative means of expressing difficulty or seeking help. Insufficient integration between academic support and behavioral intervention systems leaves students without coordinated assistance.
 - **Cultural and Communication Barriers:** Limited cultural responsiveness in disciplinary practices may contribute to misunderstandings and escalated conflicts involving students from diverse backgrounds. Language barriers prevent effective communication during disciplinary incidents and limit family engagement in developing behavioral support strategies. Insufficient understanding of cultural factors that influence student behavior and family expectations creates conditions for discriminatory disciplinary outcomes.
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Plan of Action for 2025-26

- **Comprehensive Administrative and Staffing Solutions:** The school will prioritize filling vacant administrative positions, including Assistant Principal and ensuring full-time Dean of Culture staffing to provide consistent disciplinary leadership. These positions will focus on implementing restorative practices, building positive relationships with students, and providing alternatives to exclusionary discipline. Additional counseling support and expanded psychiatric social worker services will address underlying social-emotional factors contributing to behavioral incidents.
 - **Professional Development and Capacity Building:** All staff will participate in comprehensive professional development focusing on trauma-informed disciplinary practices, restorative justice implementation, and cultural responsiveness in behavioral interventions. Training will emphasize de-escalation techniques, positive behavior support strategies, and alternatives to suspension. Ongoing coaching and support will ensure consistent implementation of evidence-based practices across all staff members.
 - **Enhanced Social-Emotional Learning and Support Systems:** The Wayfinder SEL curriculum will be expanded and supplemented with targeted interventions for students at risk of behavioral incidents. Small group counseling, peer mediation programs, and individual behavioral support plans will provide intensive assistance for students with recurring behavioral challenges. Integration of academic support and behavioral intervention will address the intersection of academic frustration and behavioral incidents.
 - **Culturally Responsive and Equitable Disciplinary Practices:** Disciplinary policies and procedures will be reviewed and revised to ensure cultural responsiveness and eliminate discriminatory practices. Translation services will be expanded for all disciplinary communications, and bilingual staff will be trained in restorative conferencing techniques. Family engagement strategies will incorporate cultural humility and community-based approaches to behavioral support.
 - **Restorative Practices and Alternative Interventions:** The school will implement a comprehensive restorative practices program with trained facilitators, structured conflict resolution processes, and community-building circles. Alternative consequences will be developed to replace suspension whenever possible, including community service, peer tutoring, counseling support, and structured reflection activities. Behavioral intervention plans will focus on skill-building rather than punishment.
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Metrics Used to Measure Progress

Primary Suspension Rate Indicators:

Overall Suspension Rate (CA Dashboard):

- Reduce from 2.1% to below 1.5% in 2025–26, with a goal of returning to $\leq 1.0\%$ by 2026–27.
- Disaggregate progress by subgroup (e.g., ELs, LTELs, SWD) and track month-to-month trends.

Disaggregated Suspension Rates for Vulnerable Groups:

- Reduce EL, LTEL, and SWD suspension rates by at least 90% through culturally responsive and linguistically accessible behavioral supports.

Restorative Practice Implementation Measures:

Restorative Practice Frequency & Fidelity:

- Track the number of out-of-classroom behavioral referrals and the restorative follow up include restorative conversations, circles, and mediations. Data will be analyzed monthly, disaggregated by facilitator and type (preventive vs. reactive).
- Use the Arc of the Year structures and observations to assess practice across classrooms, led by the Principal.

Staff Training & Utilization Rates:

- Achieve 100% staff participation in trauma-informed and restorative practice training.
- Track teacher perception of effectiveness of progressive management system via survey.

School Climate and Safety Indicators: Panorama survey data

Panorama Survey Targets:

- Improve scores in School Safety, Sense of Belonging, and Emotional Regulation domains by at least 10 percentage points from Fall to Spring 2025–26 Panorama surveys.

Student Voice & Reporting:

- Increase student perception data on school culture and climate by at least 10 percentage points from Fall to Spring 2025–26 Panorama surveys.

Projected Outcomes

- Year 1 (2025-26) Targets: The school aims to achieve Green performance level on suspension rates with an overall rate below 1.0% and elimination of significant disparities across student groups. Complete implementation of restorative practices program with trained staff and established procedures, while ensuring full administrative staffing to provide consistent disciplinary leadership.

- Year 2 (2026-27) Goals: Sustained Green performance level maintenance with continued focus on preventive interventions and early identification of students at risk for behavioral incidents. Expansion of peer mediation and student leadership roles in maintaining positive school climate, while achieving recognition as a model restorative practices implementation site.
- Year 3 (2027-28) Aspirations: Achievement of Blue performance level with suspension rates below 0.5% and serving as a mentor school for other sites implementing restorative practices. Full integration of social-emotional learning, academic support, and behavioral intervention systems creating a comprehensive student support model.

Implementation and Evaluation Framework

- Summer 2025 Foundation Building: Intensive staff professional development in restorative practices and trauma-informed discipline will establish implementation readiness. Administrative hiring completion and policy revision will create consistent leadership and procedures. Family and community engagement planning will ensure culturally responsive implementation from program launch.
- Fall 2025 Program Launch: Full implementation of restorative practices program with trained staff and established procedures will begin alongside comprehensive student social-emotional support expansion. Monthly data collection and analysis will inform ongoing program adjustments and ensure responsive intervention strategies.
- Ongoing Monitoring and Evaluation: Quarterly assessment of suspension rate trends, disciplinary incident patterns, and student climate survey data will guide program refinements. Annual evaluation of staff implementation fidelity, student outcomes, and family satisfaction will inform continuous improvement efforts and demonstrate program effectiveness.

The success of this comprehensive needs assessment and intervention plan will be measured through dramatic reduction in suspension rates, elimination of disciplinary disparities across student groups, improved school climate indicators, and recognition as a model implementation site for restorative practices. The goal is achieving sustained Blue performance level on the California School Dashboard while creating a supportive, equitable school environment that addresses student behavioral needs through relationship-building and skill development rather than exclusionary consequences.

Mathematics Performance Needs Assessment

Identified Performance Gaps

- **2024 CA School Dashboard Results:** Wallis Annenberg High School received an Orange performance level for mathematics performance across all student groups on the 2024 California School Dashboard, with an average Distance from Standard (DFS) of -112.8 for all students. This represents a significant decline of 22.9 points from the previous year, placing the school substantially below the state average of -47.6 DFS. The dramatic deterioration in mathematics performance affects all student populations and represents one of the most pressing academic challenges facing the school.
- **Disaggregated Student Group Performance:** Mathematics performance gaps persist across all numerically significant student groups, with particularly concerning outcomes for the school's most vulnerable populations. Socioeconomically Disadvantaged students achieved a DFS

of -112.8, mirroring the overall school performance. Hispanic students, representing the majority population, scored -109.2 DFS. English Learners faced the most significant achievement gaps with -175.9 DFS, while Long-Term English Learners scored -195.2 DFS, indicating that language acquisition challenges compound mathematical learning difficulties.

- **Historical Context and Trajectory:** The 22.9-point decline represents a reversal of previous improvement efforts and suggests systemic instructional or structural factors requiring immediate intervention. NWEA MAP Growth data reveals mixed performance across grade levels, with Grade 9 and Grade 12 students demonstrating stronger growth while Grades 10 and 11 continue to struggle with foundational mathematical concepts, indicating inconsistent instructional effectiveness and potential curriculum alignment issues.

Data Analysis

- **Quantitative Data Sources:** The needs assessment incorporated comprehensive quantitative data including 2024 CA School Dashboard mathematics results, NWEA MAP Growth reports showing conditional growth percentiles ranging from 50-99 across grade levels, Interim Comprehensive Assessment (ICA) results, and local course performance data. Analysis of college readiness indicators showing only 5.88% of students are college-ready, and 10.92% Conditionally Ready in mathematics according to 2023-24 EAP results provided additional context for post-secondary preparation gaps.
- **Qualitative Data Analysis:** Qualitative data sources included teacher interviews regarding curriculum implementation challenges, student focus groups discussing mathematical confidence and engagement, classroom observation data, and analysis of instructional practices across mathematics courses. Professional development participation rates and feedback revealed gaps in teacher preparation for implementing research-based mathematical instructional strategies.
- **Pattern Recognition and Trends:** Data analysis revealed that mathematical performance gaps begin early in students' high school careers and compound over time, with Grade 10 and 11 students showing the most significant struggles. The percentage of students meeting projected growth targets varied from 56-69% across grade levels, indicating inconsistent instructional effectiveness and the need for more targeted intervention strategies. Students demonstrate engagement in foundational mathematics but struggle with algebraic reasoning and higher-order problem-solving skills essential for college and career readiness.

Educational Partners Engaged

The mathematics needs assessment engaged comprehensive stakeholder participation to understand the multifaceted nature of mathematical learning challenges. School administration, including the principal and Head of Academics & Faculty Affairs, participated in extensive data analysis and instructional program review. Mathematics department teachers provided critical insights into curriculum implementation, student engagement patterns, and resource needs through department meetings and individual consultations.

Student representatives through focus groups and informal discussions shared perspectives on mathematical confidence, instructional preferences, and barriers to learning. Family members engaged through Parent Advisory Committee meetings and academic conferences contributed insights into homework support challenges and post-secondary preparation concerns.

Support staff, including academic tutors, special education resource teachers, and ELD coaches, provided perspectives on differentiated instruction needs and intervention strategies. The absence of a dedicated mathematics instructional coach became apparent through this process, highlighting a critical gap in professional development and classroom support systems.

Identified Strengths and Demonstrated Growth

Annenberg Foundation Partnership: WAHS has secured a transformative \$3 million grant from the Annenberg Foundation for the "2025-2028 High School Math Improvement Plan" specifically targeting students achieving "Very Low" performance levels on the California School Dashboard. This grant provides unprecedented resources to address the mathematics learning recovery needs including:

- Six (6) additional mathematics teachers over three years (\$1.96M) to provide intensive intervention for students achieving Achievement Level 1 and low Achievement Level 2
- Two (2) assistant principals focused on mathematics instruction and learning recovery (\$1.04M) providing dedicated leadership for implementing evidence-based interventions
- Comprehensive professional development aligned with the 2023 Mathematics Framework, specifically targeting trauma-informed instruction, culturally responsive pedagogy, and specialized intervention strategies for Long-term English Learners and English Learners
- Four (4) temporary modular classrooms to expand mathematics instruction capacity, enabling smaller class sizes for intensive intervention
- Evidence-based curriculum and intervention materials specifically selected for effectiveness with students achieving "Very Low" performance levels

Curriculum and Instructional Foundation: The school utilizes Illustrative Mathematics (IM) as its core curriculum, providing a research-based, coherent mathematical program aligned with state standards. The 4x4 block schedule allows students to complete up to 80 credits annually with extended class periods that can support deeper mathematical exploration and practice. In 2024–25, Math Support was moved from 9th to 11th grade to better address student needs. Beginning in 2025–26, with support from the Annenberg Grant, WAHS will reduce Algebra 1, Geometry, and Algebra 2 class sizes from 30 to 15 students and double instructional time from 215 to 430 weekly minutes through double-blocked courses. This structural change reflects strong institutional commitment to reversing math underperformance through targeted instructional time and improved student-teacher ratios.

Assessment and Data Systems: The school has implemented a comprehensive assessment strategy including NWEA MAP assessments administered twice yearly and Interim Comprehensive Assessments (ICA) for all 9th-11th grade students. This assessment approach provides multiple data points for tracking student progress and informing instructional decisions. Grade 11 students' exceptional performance with a conditional growth percentile of 84th demonstrates that effective mathematical instruction can occur when properly supported.

Professional Development Commitment: Despite staffing challenges, the school maintains commitment to mathematics professional development through administrative leadership. Weekly coaching cycles provide feedback based on student performance data, and lesson internalization practices support instructional improvement. The planned increase in instructional minutes for mathematics courses beginning in 2025-26 demonstrates institutional commitment to addressing performance gaps through structural changes.

Greatest Needs and Specific Student Groups

- **Foundational Skills and Algebraic Reasoning:** Students demonstrate significant gaps in algebraic thinking and higher-order problem-solving skills essential for success in advanced mathematics courses. The transition from middle school to high school continues to show learning loss trends, particularly affecting incoming 9th grade students who require intensive foundational skill development. Grade 10 and 11 students face the most critical challenges, suggesting that current intervention timing and intensity require modification.
 - **English Learner Mathematical Achievement:** English Learners and Long-Term English Learners face compound challenges in mathematics learning, with DFS scores of -175.9 and -195.2 respectively. These students require specialized instructional approaches that address both mathematical concept development and academic language acquisition simultaneously. Current instructional practices may not adequately support students who are learning mathematical concepts while developing English proficiency.
 - **College and Career Readiness Preparation:** Only 5.88% of students demonstrate college readiness in mathematics according to EAP results, with 10.92% conditionally ready. This significant gap in post-secondary preparation requires intensive focus on advanced mathematical reasoning and college-level problem-solving skills.
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Issues Identified This Year

- **Instructional Support and Professional Development Gaps:** The absence of a dedicated mathematics instructional coach creates significant gaps in teacher support and professional development. While administrative leadership provides coaching, the loss of specialized mathematics coaching expertise limits implementation of research-based instructional strategies and differentiated support for diverse learners. Teachers require ongoing, subject-specific professional development to effectively implement IM curriculum and address varied student learning needs. This will be addressed by the planned hiring of math leaders through the Annenberg Grant in 2025-26.
 - **Curriculum Pacing and Implementation Challenges:** Analysis suggests gaps in curriculum pacing and alignment across grade levels, with students demonstrating inconsistent mastery of prerequisite skills. The previous Math Support course placement in 9th grade proved insufficient for addressing intervention needs, leading to the strategic shift to 11th grade. However, moving forward in 2025-26, Algebra 1, Geometry and Algebra 2 will be double-blocked so student will have core instruction every day.
 - **Technology Integration and Resource Access:** Limited access to technology resources specifically designed for mathematics learning constrains opportunities for differentiated instruction and independent practice. Students require access to online mathematics platforms, graphing calculators, and digital manipulatives to support conceptual understanding and problem-solving skill development.
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Identified Resource Inequities

- **Staffing and Professional Support:** Prior to 2025-26, WAHS lacked sufficient subject-specific math coaching, limiting consistent implementation of best practices. The Annenberg Grant will allow the school to hire additional math teachers and math leaders to provide direct coaching and curriculum support.

- **Intervention and Support Systems:** Beginning in 2025–26, the school will implement a double-block model for Algebra 1, Geometry, and Algebra 2 to provide all students with extended, embedded instructional time. This shift reflects a move away from isolated intervention classes toward more inclusive, in-class support structures that promote access, coherence, and depth of learning for every student.
 - **Professional Development and Training Resources:** WAHS is investing in school-wide adoption of ASSISTments and expanding training in differentiated instruction, data-driven instruction, and EL access strategies within the math classroom.
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Root Cause Analysis

- **Instructional Capacity and Implementation Factors:** The absence of specialized mathematics coaching support creates fundamental gaps in instructional quality and consistency across the department. While teachers demonstrate commitment and participate in available professional development, the lack of subject-specific expertise limits implementation of research-based practices essential for improving student outcomes. Inconsistent implementation of the IM curriculum across classrooms contributes to varied student experiences and achievement gaps.
 - **Structural and Scheduling Considerations:** The previous placement of Math Support in 9th grade, while well-intentioned, proved insufficient for addressing student intervention needs at the critical juncture before graduation. The shift to 11th grade represents data-driven decision-making but requires additional support systems for earlier grades. Limited instructional time, despite the 4x4 block schedule advantages, may be insufficient for students requiring intensive foundational skill development.
 - **Student Preparation and Transition Challenges:** Post-pandemic learning loss continues to affect student mathematical achievement, with incoming students demonstrating significant gaps in foundational skills typically developed in middle grades. The transition from middle school mathematics to high school algebra proves particularly challenging for students who lack prerequisite skills and mathematical confidence. Limited summer bridge programming and transition support compound these preparation gaps.
 - **Language and Cultural Factors:** English Learners face dual challenges of mathematical concept acquisition and academic language development that current instructional approaches may not adequately address. Limited integration of language development strategies into mathematics instruction constrains EL student access to grade-level content. Cultural factors affecting mathematical learning and family support systems require greater attention in instructional planning and student support services.
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Plan of Action for 2025-26

With support from the Annenberg Grant, WAHS will implement the following math specific strategies to accelerate student achievement:

- **Increase Math Staffing and Class Size Reduction:** Algebra 1, Geometry, and Algebra 2 (AGA) classes will be capped at 15 students, down from 30, allowing more individualized instruction and targeted support.
- **Double-Blocked AGA Courses:** All AGA courses will meet for two class periods. This will effectively have students in math every day of the week. This will double the math instructional time from an average of 215 to 430 weekly.
- **Discontinuation of Math Support:** Instead of offering a stand-alone support class, WAHS will embed intervention into the core math program via double-blocking and smaller class sizes.

- **Leadership and Professional Development:** WAHS will hire school leaders (assistant principals and coaches) to provide math instructional coaching, focusing on learning recovery including, lesson internalization, data-driven planning, and effective use of curriculum resources. These positions will coordinate evidence-based intervention implementation and provide ongoing coaching support for mathematics teachers.
- **Curriculum and Platform Alignment:** All math teachers will continue using IM and begin implementing ASSISTments to support formative assessment and feedback practices.
- **Progressing Monitoring:** The school will continue administering ICA and NWEA MAP assessment to evaluate student growth and inform instruction. Additionally, formative assessment data will be collected weekly and used in coaching cycles with teachers.
- **Summer School:** Summer School will be offered for incoming 9th graders that took Algebra 1 in 8th grade, ensuring Algebra readiness and reducing learning gaps at entry.

Metrics Used to Measure Progress

Primary Academic Achievement Indicators: Progress will be measured through CAASPP Math results, NWEA assessments administered two times per year, formative assessment data from the curriculum, student work analysis, and classroom observation data.

Implementation and Evaluation Framework

Summer 2025 Foundation Building: Intensive mathematics teacher professional development in IM curriculum implementation and differentiated instruction strategies will prepare staff for enhanced instructional delivery. Mathematics instructional coach hiring and program planning will establish support systems for implementation success. Student summer bridge programming will address foundational skill gaps for incoming students.

Fall 2025 Program Launch: Full implementation of double-blocked mathematics courses with reduced class sizes will begin alongside comprehensive intervention programming across all grade levels. Monthly progress monitoring through formative assessments and coaching feedback will inform ongoing instructional adjustments and student support modifications.

Ongoing Assessment and Refinement: Quarterly analysis of student performance data, intervention effectiveness, and teacher implementation fidelity will guide program improvements and resource allocation decisions. Annual evaluation of mathematics achievement gains, college readiness indicators, and post-secondary enrollment patterns will demonstrate program impact and inform continuous improvement efforts.

The success of this comprehensive mathematics needs assessment and intervention plan will be measured through substantial improvement in CAASPP performance, increased college and career readiness rates, enhanced teacher instructional capacity, and improved student engagement and confidence in mathematical learning. The goal is achieving sustained Green performance level on the California School Dashboard while establishing WAHS as a model site for effective mathematics instruction and intervention in diverse, high-need school settings.

Learning Recovery Emergency Block Grant (LREBG) Implementation Plan

In the 2025-26 school year, Wallis Annenberg High School (WAHS) will expend Learning Recovery Emergency Block Grant funds totaling \$504,860.44 on evidence-based services and programs based on findings from our comprehensive needs assessment conducted pursuant to EC Section 32526(d), feedback from educational partners, and analysis of multiple data sources including the 2024 CA School Dashboard. These expenditures implement the allowable purposes identified in EC Section 32526(c)(2) and address critical areas of need identified through our systematic evaluation of student performance, learning loss, and recovery requirements.

Needs Assessment Findings and Rationale

Our comprehensive needs assessment revealed significant learning recovery needs across multiple domains: English Learner Progress Indicator declined from 49.4% to 41% (Orange performance level), mathematics performance dropped to -112.8 Distance from Standard, and school climate indicators showed substantial deterioration in safety and connectedness perceptions. These findings, combined with the ongoing impacts of the COVID-19 pandemic on student learning and social-emotional development, necessitate targeted interventions supported by research evidence.

Evidence-Based Actions and Research Support

1. Language Live Curriculum (ELD) - \$5,511 (Goal 1, Action 2) This curriculum addresses learning loss among English Learners through structured language development aligned with ELD standards. Research demonstrates that systematic, explicit language instruction using comprehensive curricula produces significant gains in English proficiency (Tier 2: Moderate Evidence - supported by quasi-experimental studies). **Monitoring Metric:** English Learner Progress Indicator (ELPI) percentage.

2. Literacy Coach - \$26,672 (Goal 1, Action 2) Instructional coaching represents a high-impact intervention for improving teaching quality and student literacy outcomes. Research shows that sustained, job-embedded coaching produces measurable improvements in instructional practices and student achievement (Tier 1: Strong Evidence - supported by randomized controlled trials). **Monitoring Metric:** CAASPP ELA Distance from Standard (DFS).

3. IMSE Foundational Reading Training - \$7,200 (Goal 1, Action 2) Multi-sensory reading instruction based on the Science of Reading addresses learning loss in foundational literacy skills. Extensive research demonstrates the effectiveness of structured literacy approaches for diverse learners, including English Learners (Tier 1: Strong Evidence). **Monitoring Metric:** NWEA MAP Reading growth percentiles.

4. Classroom Libraries - \$31,022.07 (Goal 1, Action 4) Access to diverse, high-interest reading materials supports independent reading and literacy development. Research consistently shows positive correlations between classroom library quality and reading achievement (Tier 3: Promising Evidence - supported by correlational studies). **Monitoring Metric:** CAASPP ELA performance.

5. Extended School Year (180 days) - \$124,892 (Goal 2, Action 1) Additional instructional time addresses learning loss through increased academic opportunity. Research demonstrates that extended learning time, when well-implemented, produces significant academic gains (Tier 2: Moderate Evidence). **Monitoring Metric:** Overall academic achievement across CAASPP assessments.

6. Standards Institute Professional Development - \$84,046 (Goal 2, Action 2) High-quality professional development focused on standards implementation improves instructional quality and student outcomes. Research shows that sustained, content-focused professional development enhances teaching effectiveness (Tier 2: Moderate Evidence). **Monitoring Metric:** Priority 2 Self-Reflection Tool ratings for standards implementation.

7. Chief School Officer Instructional Coaching - \$69,847.92 (Goal 2, Action 2) Administrative instructional leadership directly impacts teaching quality and student achievement. Research demonstrates that instructional leadership practices significantly influence school improvement efforts (Tier 2: Moderate Evidence). **Monitoring Metric:** Overall academic achievement across CAASPP assessments.

8. Campus Aides (Security/School Climate) - \$82,518.94 (Goal 3, Action 1) Positive school climate supports learning recovery by creating safe, supportive environments. Research shows that improved school climate correlates with better academic and behavioral outcomes (Tier 3: Promising Evidence). **Monitoring Metric:** Panorama school climate survey results and suspension rates.

9. Nursing Staff - \$73,150.51 (Goal 3, Action 1) Health services support student attendance and readiness to learn, addressing pandemic-related health concerns. Research demonstrates that school health services improve attendance and academic engagement (Tier 4: Demonstrates a Rationale - supported by logical theory of action). **Monitoring Metric:** Student attendance rates

These LREBG-funded actions will be implemented through systematic coordination across all three LCAP goals, with quarterly progress monitoring using identified metrics. The evidence-based approach ensures that interventions address root causes of learning loss while building sustainable capacity for continued improvement beyond the grant period. Annual evaluation will assess implementation fidelity and student outcome improvements to inform continuous refinement of recovery efforts.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Wallis Annenberg High School is not eligible for 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.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Administrators/Principal	<p>Meeting Date(s): January through May 2025 (monthly meetings)</p> <p>Meeting Structure The Leadership Team conducted monthly meetings that included the Heads of Academics & Faculty Affairs and College & Career Readiness to review school performance data and discuss strategic improvements.</p> <p>Topics Discussed The team conducted a comprehensive review of the 2024 Dashboard, focusing on several areas marked with "Orange" status indicating need for improvement. English Learner Progress was a primary concern, with rates declining to 41% for English Learners (EL) and 45.2% for Long-Term English Learners (LTEL). Student discipline trends were also examined, revealing suspension rates that increased to 2.1% overall. Mathematics achievement received significant attention due to a substantial decline reflected in an overall Distance from Standard (DFS) score of -112.8 points. The team also analyzed additional performance indicators and reviewed current school communication improvements and family engagement trends.</p> <p>Feedback Provided The Leadership Team established clear priorities for addressing identified concerns. To improve declining math performance, they committed to increasing instructional minutes for Algebra 2 courses. The team also prioritized strengthening the Multi-Tiered System of Supports (MTSS), specifically focusing on enhanced interventions for students requiring Tier 2 and Tier 3 support levels. Leadership reaffirmed their commitment to continuing improvements in school communication strategies and family engagement initiatives.</p>
Teachers	<p>Meeting Date(s): January 13, 2025 (Midyear Review), May 12, 2025 (Goal Review), and June 2, 2025 (LCAP Finalization)</p> <p>Meeting Structure Teachers participated in three scheduled meetings throughout the academic year to review school performance data and provide input on proposed changes and ongoing needs.</p>

Educational Partner(s)	Process for Engagement
	<p>Topics Discussed Teachers conducted a thorough review of the 2024 Dashboard, acknowledging positive developments in English Language Arts and College/Career readiness indicators. However, they expressed concerns about declining performance in several key areas, including English Learner Progress Indicator (ELPI), increasing suspension rates, decreasing graduation rates, and mathematics achievement. The discussion also covered proposed changes to the master schedule, specifically regarding Algebra 2 instruction, and the status of instructional coaching positions.</p> <p>Feedback Provided Teachers expressed support for the planned modifications to the master schedule that would impact Algebra 2 instruction. During the January meeting, they sought clarification about the continuation of instructional coaching positions, indicating concern about maintaining support structures. Teachers emphasized the ongoing need for literacy-focused professional development opportunities to enhance instructional capacity. Additionally, they requested clearer expectations around Intellectual Preparation standards to ensure consistent instructional quality across all classrooms.</p>
Other School Personnel	<p>Meeting Date(s): Spring 2025 (specific dates not specified)</p> <p>Meeting Structure Classified staff participated in meetings during the spring semester to review school performance data and provide input on strategic planning for the upcoming academic year.</p> <p>Topics Discussed Staff reviewed the 2024 Dashboard results and examined the LCAP Midyear Update while discussing upcoming goals for the 2025-26 academic year. The discussion focused on several areas of concern marked with "Orange" status, including declining English Learner Progress Indicator (ELPI) performance with rates at 41% for English Learners (EL) and 45.2% for Long-Term English Learners (LTEL). Staff also examined the increase in suspension rates to 2.1% overall and the significant decline in mathematics performance, reflected in an overall Distance from Standard (DFS) score of -112.8 points.</p> <p>Feedback Provided Classified staff emphasized the critical importance of maintaining instructional coaching positions and academic support systems to effectively meet diverse student needs. They expressed strong support for the school's transition to ParentSquare as the primary communication platform. Staff noted measurable improvements in both internal communication processes and overall clarity of information sharing, benefiting both staff members and families in the school community.</p>
Students	<p>Meeting Date(s): January 30, 2025 (Midyear Review) and May 28, 2025 (LCAP Review)</p> <p>Meeting Structure Students participated in two school-wide assemblies designed to engage them in reviewing school performance data and providing input on school climate, programs, and future priorities.</p> <p>Topics Discussed Students reviewed Dashboard results during both assemblies and engaged in discussions about overall school climate and existing programs. The conversations covered various aspects of the</p>

Educational Partner(s)	Process for Engagement
	<p>school experience, including academic programs, extracurricular activities, and school policies that directly impact student life.</p> <p>Feedback Provided During the January assembly, students expressed overall satisfaction with the school's current direction and progress. However, they raised concerns about the implementation of the new uniform policy and its impact on the student body. By the May assembly, students demonstrated strong appreciation for the continued college visit opportunities and requested expansion of the program to include visits to additional colleges and universities. They provided positive feedback about the effectiveness of credit recovery programs, noting that these supports were working well for students who needed them. Additionally, students advocated for expanding the athletics program by adding a football team to increase school spirit and provide more opportunities for student participation in sports.</p>
<p>Student Advisory Committee</p>	<p>Meeting Date(s): January, April, and May 2025</p> <p>Meeting Structure Student Advisory Committee (SAC) members, comprised of student leaders from across the school, participated in presentations and discussions during three meetings throughout the academic year to review school performance data and provide student perspectives on school priorities.</p> <p>Topics Discussed SAC members conducted a comprehensive review of the 2024 Dashboard, examining key performance indicators that directly impact the student experience. Their discussions focused on concerning trends including English Learner Progress Indicator (ELPI) declines showing rates of 41% for English Learners (EL) and 45.2% for Long-Term English Learners (LTEL), both marked with "Orange" status. Student leaders also examined the increase in suspension rates to 2.1% overall and the significant decline in mathematics performance reflected in an overall Distance from Standard (DFS) score of -112.8 points.</p> <p>Feedback Provided Student leaders expressed general satisfaction with the school's academic direction and demonstrated appreciation for continued emphasis on college visit opportunities and credit recovery programs. However, they raised concerns about the implementation of the new uniform policy and its impact on the student body. SAC members voiced strong interest in expanding the athletics program, specifically requesting the addition of a football team to enhance school spirit and provide additional extracurricular opportunities. The student leaders also emphasized the critical importance of maintaining robust academic support systems as an integral component of the school's overall improvement efforts.</p> <p>On May 23, 2025: The Student Advisory Committee approved the 2025-26 LCAP for submission to the governing board.</p>
<p>Parent Advisory Committee (PAC)</p>	<p>Meeting Date(s): January 23, 2025 (Midyear Review), April 24, 2025 (Goal Review), and May 22, 2025 (Final LCAP Review)</p>

Educational Partner(s)	Process for Engagement
	<p>Meeting Structure Parent Advisory Committee (PAC) members participated in three scheduled meetings throughout the academic year to review school performance data and provide input on strategic planning and goal-setting processes.</p> <p>Topics Discussed PAC members conducted a comprehensive review of the 2024 Dashboard results, focusing their attention on areas of declining performance that required immediate attention. The discussions centered on concerning trends in mathematics achievement, English Learner Progress Indicator (ELPI) performance, and rising suspension rates. Parents examined these data points in detail to understand the scope of challenges facing the school community.</p> <p>Feedback Provided Parents expressed genuine appreciation for the school's proactive approach to addressing identified performance challenges. They recognized the administration's commitment to implementing targeted interventions and strategic improvements. PAC members were particularly pleased with the school's transition to ParentSquare as the primary communication platform, noting significant improvements in both the clarity and reliability of school communications. This enhanced communication system was viewed as a positive step toward strengthening the partnership between families and the school.</p> <p>On May 22, 2025: The Parent Advisory Committee approved the 2025-26 LCAP for submission to the governing board.</p>
<p>English Learner Parent Advisory Committee (EL-PAC)</p>	<p>Meeting Date(s): January 23, 2025, April 24, 2025, and May 22, 2025</p> <p>Meeting Structure English Learner Advisory Committee (ELAC) and English Learner Parent Advisory Committee (EL-PAC) members participated in three meetings held concurrently with the Parent Advisory Committee sessions to review school performance data with a specific focus on English Learner student outcomes.</p> <p>Topics Discussed ELAC/EL-PAC families conducted a thorough review of the Dashboard results, with particular attention to data points affecting English Learner students. The discussions concentrated on the continued need to strengthen academic support systems for English Learner students, examining current programs and identifying areas where additional interventions might be necessary to improve student outcomes.</p> <p>Feedback Provided English Learner families expressed similar sentiments to the broader parent community, demonstrating appreciation for the school's commitment to enhanced communication systems and targeted support programs. They specifically recognized the administration's responsiveness to the English Learner Progress Indicator (ELPI) decline and valued the school's dedication to implementing targeted supports designed to address the unique academic needs of English Learner students. The families viewed these focused interventions as essential steps toward improving educational outcomes for their children.</p>

Educational Partner(s)	Process for Engagement
	<p>On May 22, 2025: The English Learner - Parent Advisory Committee (EL-PAC) approved the 2025-26 LCAP for submission to the governing board.</p>
<p>Parents including those representing Unduplicated Pupils & Students with Disabilities</p>	<p>Meeting Date(s): May 22, 2025</p> <p>Meeting Structure Parents participated in school meetings where they reviewed the Local Control and Accountability Plan (LCAP) and provided input on key school policies and initiatives.</p> <p>Topics Discussed Parents engaged in discussions about the LCAP review and focused their attention on two primary policy areas affecting the student experience: school uniform requirements and cell phone usage guidelines. These topics generated significant discussion among parents regarding implementation and enforcement strategies.</p> <p>Feedback Provided Parents expressed concerns about both school uniforms and cell phone usage policies but indicated support for strong implementation measures. They emphasized their desire for consistent and robust enforcement of uniform policies to ensure equity and reduce distractions in the learning environment. Additionally, parents expressed enthusiasm for the upcoming implementation of the cell phone policy, viewing it as a positive step toward minimizing classroom disruptions and enhancing student focus on academic activities.</p>
<p>SELPA Administrator</p>	<p>Meeting Date(s): Email communications sent May 8, 2025, and May 15, 2025</p> <p>Meeting Structure The Special Education Local Plan Area (SELPA) was contacted via email to request review of the Local Control and Accountability Plan (LCAP) and provide professional input on special education services and supports.</p> <p>Topics Discussed SELPA was asked to conduct a comprehensive review of the school's LCAP with particular attention to special education programming, service delivery systems, and support structures designed to meet the needs of students with disabilities.</p> <p>Feedback Provided Joasia Garza, Specialist in the COP Special Education Division, responded on May 15, 2025, providing positive assessment of the school's planning efforts. The SELPA specialist characterized the plan as solid and comprehensive, noting that it effectively demonstrates the presence of quality systems designed to ensure appropriate service delivery for students with special needs. The feedback affirmed that the school has established adequate frameworks to support special education programming and maintain service quality standards.</p>

For Wallis Annenberg High School (WAHS), the adopted 2025-26 Local Control and Accountability Plan (LCAP) was significantly influenced by the feedback provided by educational partners

1. English Learner (EL) and Long-Term English Learner (LTEL) Progress

LCAP Goal:

Goal 1, Actions 2 and 3 – Improve student academic achievement and EL progress through targeted language development and academic support (State Priorities 4, 8).

Key Actions:

Maintain level-specific ELD courses using Language Live and USA Learns curricula; provide academic tutors for push-in support; employ an ELD Instructional Coach for professional development and progress monitoring; implement small group interventions focused on reading comprehension and oral language development; expand family engagement with workshops and communication on reclassification.

2. Mathematics Performance Improvement

LCAP Goal:

Goal 1, Action 4 – Increase math achievement and college readiness by expanding instructional time and reducing class sizes (State Priorities 4, 7).

Key Actions:

Implement the 2025-28 Math Improvement Plan funded by the Annenberg Foundation; hire additional math teachers and assistant principals focused on math; reduce Algebra 1, Geometry, and Algebra 2 class sizes to 15 students and double-block these courses to increase instructional minutes; provide professional development aligned with the 2023 Mathematics Framework; offer summer bridge and credit recovery programs.

3. Reducing Suspension Rates and Enhancing School Climate

LCAP Goal:

Goal 1, Action 5 – Improve school climate and reduce suspensions through restorative practices and social-emotional supports (State Priorities 5, 6).

Key Actions:

Fill key leadership roles (Assistant Principal, Dean of Culture) to provide consistent disciplinary leadership; expand mental health services including psychiatric social worker and telehealth; provide staff professional development on trauma-informed and restorative practices; implement restorative programs including circles and mediations; enhance family engagement with interpreter services and culturally responsive communication.

4. College and Career Readiness

LCAP Goal:

Goal 1, Action 6 – Increase college and career readiness through counseling, dual enrollment, and CTE pathways (State Priorities 4, 7).

Key Actions:

Maintain low counselor-to-student ratio (150:1) with regular student meetings; expand dual enrollment with Los Angeles Trade Technical College; partner with community organizations (MESA STEM, Escalera); transition to California College Guidance Initiative platform; host FAFSA nights, college fairs, and campus visits.

5. Professional Capacity and Instructional Quality

LCAP Goal:

Goal 2, Action 2 – Strengthen professional capacity and instructional quality through coaching, professional development, and retention strategies (State Priorities 1, 2).

Key Actions:

Employ credentialed teachers and administrators; provide summer and weekly professional development; hire Literacy, Math, and ELD Instructional Coaches; focus PD on standards implementation, trauma-informed instruction, and culturally responsive pedagogy; implement teacher retention bonuses and induction programs.

6. Family Engagement and School Climate

LCAP Goal:

Goal 3, Action 3 – Strengthen family engagement and improve school climate through effective communication and community partnerships (State Priorities 3, 6).

Key Actions:

Increase student connectedness through extracurricular activities and PBIS celebrations; establish ELAC, PAC, and EL-PAC with interpreter services; implement ParentSquare for family communication; partner with Padres Comprometidos for parent education on college preparation; maintain safe, clean facilities as reported in the Facility Inspection Tool.

This streamlined mapping shows how the adopted LCAP goals and actions at WAHS were directly influenced by educational partner feedback, addressing critical academic, behavioral, and systemic needs through targeted, coordinated interventions.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Continue to strengthen the Multi-tiered System of Supports (MTSS) utilizing multiple types of data (local and state) to address the academic, social-emotional, behavioral, well-being and/or mental health needs of our students to improve student mastery of ELA, and Mathematics, ensure all student are college and/or career ready, and to measure program effectiveness.	Broad

State Priorities addressed by this goal.

- Priority 4: Student Achievement
- Priority 5: Student Engagement
- Priority 6: School Climate
- Priority 7: Course Access
- Priority 8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

This goal was developed this comprehensive goal to address significant performance declines and systemic challenges identified through multiple data sources, including the 2024 California School Dashboard results and local assessments. The school's commitment to a Multi-Tiered System of Supports (MTSS) framework reflects the interconnected nature of student needs that require coordinated interventions across academic, social-emotional, behavioral, and mental health domains.

Critical Performance Gaps Driving This Goal: WAHS faces academic achievement concerns that demand immediate attention. Mathematics performance declined significantly, with an overall Distance from Standard (DFS) of -112.8, representing a 22.9-point decline from the previous year and earning an "Orange" performance level on the Dashboard. Simultaneously, the English Learner Progress Indicator (ELPI) dropped from 49.4% to 41%, also receiving an "Orange" performance level, while Long-Term English Learners showed similar concerning trends at 45.2% progress rate, down from 54.3%. These academic challenges are compounded by the fact that only 5.88% of students demonstrate college readiness in mathematics according to EAP results.

Behavioral and climate data reveal equally concerning trends. Suspension rates increased dramatically from 0.4% to 2.1%, affecting multiple student populations disproportionately. English Learners experienced a 5.3% suspension rate, while Long-Term English Learners faced 6.3%, and Students with Disabilities had a 3.1% suspension rate, indicating systemic issues affecting the school's most vulnerable populations.

These challenges are further complicated by systemic capacity gaps, including staffing challenges such as a vacant Assistant Principal position and delayed Dean of Culture hiring. The school has identified the need for enhanced professional development in trauma-informed practices and restorative justice, as well as better integration between academic support and behavioral intervention systems.

Strategic Rationale for MTSS Framework: WAHS selected an MTSS approach because it provides a comprehensive, data-driven framework that can simultaneously address the multiple, interconnected challenges facing the student population. This systematic approach allows for tiered interventions ranging from universal support to intensive individualized interventions, ensuring that all students receive appropriate levels of support based on their specific needs. The framework emphasizes data-driven decision making through regular use of multiple data sources to identify students in need and monitor progress over time.

The MTSS model also facilitates integrated support systems that coordinate academic, behavioral, and social-emotional services rather than operating these supports in isolation. Most importantly, it maintains a prevention focus through proactive identification and intervention before problems escalate to crisis levels.

The goal's broad scope reflects the reality that student success requires addressing academic achievement alongside social-emotional learning, behavioral supports, and mental health needs. This comprehensive approach is particularly critical for WAHS's diverse population, which includes 20% English Learners and significant numbers of socioeconomically disadvantaged students who require coordinated, culturally responsive interventions to achieve academic success and personal growth.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
1	CAASPP ELA Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 ELA CAASPP DFS All Students -14.9 Hispanic -14.6 SED -17.4 ▾	2023-24 ELA CAASPP DFS All Students +10 Hispanic +11.6 SED +10 ▾		2024-25 ELA CAASPP DFS All Students +20 Hispanic +21.6 SED +20 ▾	All Students: +24.9 Hispanic: +26.2 SED: -27.4
2	CAASPP Math Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 Math CAASPP DFS All Students -89.9 Hispanic -89.1 SED -93.4 ▾	2023-24 Math CAASPP DFS All Students -112.8 Hispanic -109.2 SED -112.8 ▾		2024-25 Math CAASPP DFS All Students -102 Hispanic -99.2 SED -102.8 ▾	All Students: -22.9 Hispanic: -20.1 SED: -19.4
3	% students' college ready measured by	<u>2022-23:</u> 11.83% College ready	2023-24: 5.88% College Ready		11% College Ready 16% Conditionally ready	-5.95% College Ready

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	Math EAP. Source: CAASPP website	15.05% Conditionally ready	10.92% Conditionally ready			-4.13% Conditionally ready
4	% students' college ready as measured by ELA EAP. Source: CAASPP website	<u>2022-23:</u> 21.28% College ready 24.47% Conditionally ready	<u>2023-24:</u> 26.05% College Ready 26.05% Conditionally ready		<u>2024-25:</u> 27% College Ready 27% Conditionally ready	+4.77% College Ready +1.58% Conditionally ready
5	% Proficient CAST Source: CAASPP website	2022-23 CAST All Students 12.3% Hispanic 12.8% SED 11.7% ▬	2023-24 CAST All Students 20.9% Hispanic 20.9% SED 19.3% ▬ 2023-24 CAST PFS All Students -15.7 Hispanic -15.7 SED -16.5 ▬		2024-25 CAST PFS All Students -15.4 Hispanic -15.4 SED -16.2 ▬	All Students: +8.6% Hispanic: +8.1% SED: +7.6% * Comparison 2022-23 vs 2023-24 (% met or exceeded standards)
6	% students: A-G completion rate (5-year cohort) Source: Dataquest	2022-23: 98%	2023-24: 76.6%		2024-25: 86.6%	-21.4%
7	% EL who made progress towards English Language Proficiency Source: ELPI – CA School Dashboard	49.4% Source: 2023 Dashboard	41% (EL) 45.2% (LTEL) Source: 2024 Dashboard		<u>2024-25:</u> 50% (EL) 55% (LTEL)	-8.4% EL N/A: LTEL
8	% students English Language	2022-23: 16.84% Proficient	2023-24: 8.05% Proficient		2024-25: 24%	-8.79%

Metric #	Metric	Baseline		Year 1 Outcome		Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	Proficiency for Summative ELPAC Source: ELPAC website							
9	Reclassification Rate Source: CALPADS	2022-23: 22.4%		2023-24: 14.61%			2024-25: 22%	-7.79%
10	AP Passage rate (score 3+) Source: Local	2022-23: 34%		2023-24: 25%			2024-25: 30%	-9%
11	Attendance Rate Source: CALPADS	2022-23: 92.1%		2023-24: 90.2%			2024-25: 91%	-1.9%
12	Chronic Absenteeism Rates Source: Dataquest	2022-23: Chronic Absenteeism Rate All Students 28.6% Hispanic 28.6% EL 35.6% SED 28.6% SWD 33.9%		2023-24 Chronic Absenteeism Rate All Students 29.4% Hispanic 29.1% EL 30.8% SED 29.7% SWD 45.2%			2024-25 Chronic Absenteeism Rate All Students 26.0% Hispanic 26.0% EL 27.0% SED 26.0% SWD 40.0%	All Students: +0.8% Hispanic: +0.5% EL: -4.8% SED: +1.1% SWD: +11.3%
13	High School Dropout Rates Source: Dataquest	2022-23 HS Dropouts Rate All Students 7.8% Hispanic 6.4% SED 7.8%		2023-24 HS Dropouts Rate All Students 2.7% Hispanic 2.8% SED 2.7%			2024-25 HS Dropouts Rate All Students 3.0% Hispanic 3.0% SED 3.0%	All Students: -5.1% Hispanic: -3.6% SED: -5.1%
14	High School Grad. Rate Source: CA School Dashboard	2022-23 Graduation Rate All Students 95.6% Hispanic 95.4% SED 95.6%		2023-24 Graduation Rate All Students 94.8% Hispanic 94.8% SED 94.8%			2024-25 Graduation Rate All Students 95.0% Hispanic 95.0% SED 95.0%	All Students: -0.8% Hispanic: -0.6% SED: -0.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
15	Suspension Rate Source: Dataquest	2022-23: Suspension Rate All Students 0.4% Hispanic 0.4% EL 0.9% SED 0.4% SWD 1.7%	2023-24 Suspension Rate All Students 2.1% Hispanic 2.2% EL 5.3% LTEL 6.3% SED 2.2% SWD 3.1%		2024-25 Suspension Rate All Students 1.0% Hispanic 1.0% EL 1.0% LTEL 1.0% SED 1.0% SWD 1.0%	All Students: +1.7% Hispanic: +1.8% EL: +4.4% LTEL: N/A SED: +1.8% SWD: +1.4%
16	Expulsion Rate Source: Dataquest	2022-23: 0%	2023-24: 0%		2024-25: 0%	0%
17	% of students earning a State Seal of Biliteracy (5-year cohort) Source: Dataquest	2022-23: 11.2%	2023-24: 12.1%		2024-25: 17.1%	+0.9%
18	% of graduate earning a Golden State Seal Merit Diploma. (5-year cohort) Source: Dataquest	2022-23: 39.8%	2023-24: 57%		2024-25: 58%	+17.2%

NOTE: Wallis Annenberg High School (WAHS) currently serves grades 9-12; and its educational program has initially implemented CTE Program and Pathway completion (baseline) data will not be published by CDE until late Fall 2024/early Spring 2025. Therefore, the following CDE LCAP required metrics do not apply for the 2024-25 LCAP:

- Priority 4:
 - % of pupils who complete CTE course from approved pathways (Baseline data will be reported in 2026-27)
 - % of pupils who have completed both A-G & CTE (Currently in Year 2: Baseline data will be reported in 2026-27)
- Priority 5:
 - Middle School dropout rate

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Action 1:** This action was fully implemented WAHS received an “Orange” (Low) Performance level on the 2024 CA School Dashboard for the ELPI for English Learners (EL) where 41% of ELs made progress towards English Language Proficiency, a decline from 2022-23 of 49.4%.
- On the ELA CAASPP, ELs student performance increased significantly to -92 DFS (Distance from standard) compared to prior year -127.2 DFS. ELs did not receive a performance level (color) on the 2024 CA School Dashboard because the number of students tested in 2022-23 was under 30 EL students. On the Math CAASPP, EL student performance increased significantly to -175.9 DFS, from prior year -199.2 DFS, although overall performance was very low. The ELD teacher/Coach teaches ELD 1 and ELD 2 courses, in addition to monitoring the progress of all ELs/LTELs. ELs are assigned to an ELD course based on identified language needs, based on ELPAC results, and performance in ELA and ELD courses. The EL Master Plan is annually reviewed, revised and made available on the school’s website. ELD courses continue to utilize the LanguageLive curriculum, however this school year, WAHS has adopted and implemented USA Learns curriculum for our “newcomers.” Based on an initial review, this curriculum appears to be more effective than Rosetta Stone. Academic tutors were re-assigned this year and strategically placed in ELD to provide push-in support for newcomers and ELs. Currently our teachers are not bilingual, but the academic tutors are bilingual providing language support.
- Action 2:** This action was fully implemented WAHS received an “Orange” (Low) Performance level on the 2024 CA School Dashboard for the ELPI for Long-term English Learners (LTEL) where 45.2% of LTELs made progress towards English Language Proficiency, a decline from 2022-23 of 54.3%.
- On the ELA CAASPP, LTELs student performance increased significantly to -98.9 DFS (Distance from standard) compared to prior year –169.8 DFS, a 70.9-point improvement. LTELs did not receive a performance level (color) on the 2024 CA School Dashboard because the number of students tested in 2022-23 and 2023-24 was under 30 LTEL students.
- On the Math CAASPP, LTELs student performance increased significantly to -195.2 DFS, from prior year -223.5 DFS, a 28.3-point improvement, although overall performance was very low. LTELs did not receive a performance level (color) on the 2024 CA School Dashboard because the number of students tested in 2022-23 and 2023-24 was under 30 LTEL students.
- The ELD Coach continues to collaborate with all teachers in lesson planning and facilitating professional development on evidence-based strategies to support LTELs; and coaches the ELD teacher.
- Academic tutors have been placed in all ELD courses to provide additional academic support and tutoring for LTELs. There are academic tutors assigned to provide LTELs with additional academic support throughout the instructional day in other courses beyond ELD.

Action 3: This action was partially implemented. This school year, TAS has made changes to its local assessments. NWEA MAP will be administered twice per year (Fall and Spring) for grades 9-11; and will administer Interim Comprehensive Assessment (ICA) in the Winter for grades 9-11, in lieu of NWEA MAP.

This adjustment was made after reviewing state mandated assessments, local assessments, and feedback and input from our teachers and administrators. ICAs provide teachers with specific and actionable data to identify student strengths and needs to support mastery of the standards. For grade 12: NWEA MAP assessments are administered twice per year (Fall & Spring).

Action 4: This action was fully implemented. WAHS received a “Green” Performance level for the ELA Academic Indicator on the 2024 CA School Dashboard, due to the significant increase in student performance of +10 DFS (all students) compared with prior year of -14.9 DFS a 24.9-point gain. The SED and Hispanic student group increased significantly resulting in a “green” performance level for these student groups. See metric #1.

WAHS received an “Orange” performance level for the Math Academic Indicator on the 2024 CA School Dashboard, due to the significant decline in student performance at -112.8 DFS compared with prior year of -89.8 DFS. All numerically significant student groups (SED, Hispanic) also declined significantly. See metric #2. As a result, WAHS has implemented a Math Support class for struggling learners in grades 9-11, increasing the Math Instructional Minutes. WAHS plans to implement a Spring Intersession and Summer Programming to include additional math support since our incoming students have significant gaps in learning, lacking the foundational skills in Algebra. The Summer Bridge Program was successful this year due to the increased student enrollment and participation; and these students also matriculated in the fall semester.

Action 5: This action was partially implemented. WAHS received an “Orange” performance level on the 2024 CA School Dashboard due to the suspension rates of 2.1% (10 students) in 2023-24, an increase from prior year of 0.4% (2 students). The Assistant Principal position continues to be vacant. The Dean of Culture position was vacant at the start of the school year and recently filled (mid-November 2024).

The multiple vacant positions have resulted in our current staff with higher work/caseloads, impacting the student identified needs.

The MTSS Team (Director, Social Worker, Attendance Clerk and Academic Counselors) took on the role and responsibilities of the Assistant Principal. The Psychiatric Social Worker continues to support students who have experienced trauma so they can focus on learning and instruction. WAHS staff 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.

Action 6: This action was fully implemented. WAHS received a “Green” performance level for the Graduation Rate Indicator on the 2024 CA School Dashboard with a slight decline in graduation rate of 94.8% (2023-24); from prior year 95.6% (2022-23). See metric #14. WAHS also received a “Green” performance level for the College/Career Indicator (CCI) on the 2024 CA School Dashboard resulting from an increase of 39.6% (2023-24) of students “prepared” compared with 30.6% in the prior year. The College & Career Advisors (CCA) have continued working with our students that supports our college-going culture. WAHS no longer uses Naviance since it wasn’t cost effective nor an efficient tool with assisting students with college applications and transcripts.

Currently, WAHS is working directly with the CSU/UC System, with the goal of adopting a comprehensive single point California College Guidance Initiative platform for postsecondary applications in February. WAHS continues to partner with Los Angeles Trade Technical College (LATTC), resulting in an increase in students participating in dual enrollment from 3 to 6 courses this year. Although WAHS continues to partner with ASU, LATTC's scheduling has provided additional flexibility for our students, increasing student participation. WAHS continues to offer CTE via MESA.

Action 7: This action was fully implemented. SWD received an “Orange” performance level for the Suspension Rate Indicator on the 2024 CA School Dashboard due to an increase in the suspension rate of 3.1% (2 students) in 2023-24; and prior year of 1.7% (1 student). See metric #15. The Program Specialist and the Special Education Administrator meet weekly. In addition, weekly compliance meetings take place with the RSTs, Program Specialists, school administrator, and the Special Education Administrator.

This year WAHS created a Key Caseload Calendar that is updated following each IEP meeting. This year, WAHS employs 2 Program Specialists rather than 3, due to changes in caseload. TAS employs an Elementary Program Specialist and a Secondary Program Specialist. Weekly meetings are held. The Program Specialists meet with Site Administrators on a weekly basis. Student Snapshots are provided to both General Education Teachers, and the RSTs following each IEP meeting.

The Program Specialists, Inclusion Coach, and Special Education Administrator engage in learning rounds with the CEO. The Special Education Collaborative Learning Rounds is scheduled to start in the Spring semester. Professional Development in the areas of LAS, RST Roles/Responsibilities, Performance Matters, Welligent, Effective Instructional Strategies, Strategies to Enhance Access, and Supporting the General Education Teacher in the Classroom took place in the fall semester. A Special Education Playbook was developed for staff to use as a guide and resource to address SPED needs, concerns, and/or capacity-building. In addition, RST Networking Meetings take place on a monthly basis with the Program Specialist, Inclusion Coach, and the Administrator of Special Education, to support collaboration, data analysis, and professional learning.

Co-Teaching is being implemented; however, it is not consistent at this time. RST/General Education Teacher meetings take place regularly as needed, but not on a weekly basis. The Inclusion Coach provides coaching and support to RSTs and general education teachers. Meetings with the RSTs, Inclusion Coach, and general education teachers take place on a monthly basis. The attendance Clerk and Parent Engagement Coordinator collaborate to support and improve overall student attendance and address family needs.

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.

Goal 1: Material Differences Between Budgeted and Estimated Actual Expenditures

The following material variances occurred between budgeted and estimated actual expenditures for Goal 1:

Action 1 - Salary Expenditure Overrun: Salary expenditures exceeded the originally budgeted amount due to higher-than-anticipated compensation costs. This variance reflects increased personnel expenses that were not fully accounted for in the initial budget planning process, resulting in additional costs beyond the allocated funding.

Action 7 - Salary Expenditure Savings: Conversely, costs were reduced below budgeted amounts due to a staff member resignation during the implementation period. The replacement employee was hired at a lower salary level than the departing staff member, creating cost savings that offset the original salary allocation for this position.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 1: This action was effective with performance concerns. This action demonstrates a complex implementation picture with strong procedural execution but concerning academic outcomes that require immediate attention.

Implementation Successes The action has achieved full implementation across all planned components. Designated ELD courses are assigned based on language needs using ELPAC scores, the EL Master Plan remains accessible online and by request, and the ELD coach continues to progress monitor student needs while providing targeted support. The school has successfully utilized appropriate curricula including Language Live and USA Learns for newcomers, with current data showing 52 of 90 students meeting 2 of 4 reclassification indicators.

Critical Performance Challenges Despite strong implementation, the English Learner Progress Indicator declined significantly from 49.4% to 41%, earning an "Orange" performance level on the 2024 CA School Dashboard and falling below the state average of 45.7%. Long-Term English Learners showed similar concerning trends at 45.2% progress rate, indicating persistent achievement gaps that the current interventions have not adequately addressed.

Root Cause Analysis and Response The school's analysis identified key issues including reading comprehension deficits where Level 3 students averaged only 14 out of 26 points on reading subtests, and oral language development challenges for Level 1 students struggling with speaking and listening components. Previously, students across multiple proficiency levels were grouped together, limiting the effectiveness of targeted instruction.

In response, WAHS has restructured ELD courses to group students by specific proficiency levels (ELD 1, 2, 3) with differentiated curriculum approaches. Academic tutors have been strategically placed in designated ELD courses for push-in support, and students whose ELPI levels decreased are being placed in small testing groups. The school has established an ambitious internal growth goal of 55% student level improvements to achieve "blue" performance indicator status.

While Action 1 demonstrates strong implementation fidelity and responsive program adjustments, the significant decline in ELPI performance indicates the action has been ineffective in achieving its primary goal of improving English Learner progress toward language proficiency. However, the comprehensive root cause analysis and targeted mid-year interventions show promise for reversing current trends. The action requires continued intensive monitoring and potential additional modifications to address the declining performance and meet the needs of both English Learners and Long-Term English Learners.

Action 2: This action has been moderately effective with strong implementation procedures and encouraging reclassification progress, though overall LTEL performance on state measures remains an area requiring continued focus.

Implementation Achievements The action has achieved full implementation across all planned components. The ELD Coach works closely with teachers by leading English Learner-specific professional development sessions and meets bi-weekly with the ELD teacher to review strategies

and analyze student data. The Language Live ELD curriculum has been successfully implemented, focusing on building students' reading, writing, listening, and speaking skills with online components supporting oracy development. Long-Term English Learners are receiving targeted academic language training and engaging in goal-setting activities aimed at reclassification.

Performance Outcomes The action shows measurable progress with 47 of 74 LTELs (64%) having met 2 of 4 criteria for reclassification, indicating that the targeted interventions are moving students toward language proficiency goals. The school reports no significant implementation challenges, suggesting smooth operational execution of planned strategies. Professional development efforts have strengthened teacher capacity to implement academic language routines across daily lessons.

Areas of Continued Focus While reclassification progress is encouraging, LTEL performance on the English Learner Progress Indicator shows 45.2% making progress toward language proficiency. This represents the ongoing challenge of supporting students who have been in the U.S. school system for seven or more years without meeting reclassification criteria. The action appropriately recognizes that over 80% of the school's English Learners fall into the LTEL category, requiring sustained, intensive support.

Strategic Approach The action effectively addresses LTEL-specific needs through targeted curriculum implementation, enhanced coaching support, and individualized goal-setting processes. Students are being informed of their status, available support systems, and the implications for high school, college, and career readiness, creating awareness and motivation for language acquisition progress.

Action 2 demonstrates moderate effectiveness through strong implementation fidelity and encouraging reclassification progress. The fact that nearly two-thirds of LTELs have met half of the reclassification criteria indicates the intervention strategies are yielding positive results. However, continued intensive support and monitoring will be essential to accelerate progress for this historically underserved population and improve overall ELPI performance. The action's comprehensive approach addressing both academic language development and student awareness appears well-positioned to support continued improvement.

Action 3: This action has been partially effective. Action 3 demonstrates partial effectiveness hampered by implementation challenges related to platform transitions and participation rates. While the school has successfully introduced new assessment tools, the operational difficulties and incomplete participation have limited the action's ability to fulfill its core purpose of providing comprehensive data for instructional improvement. The action requires continued focus on achieving full participation rates and building staff capacity with new assessment platforms to realize its intended benefits.

Implementation Modifications The school has made substantial changes to its original assessment plan, moving from administering NWEA MAP Reading and Math three times per year to twice annually (beginning and end of year). In place of the mid-year NWEA administration, the school has introduced Interim Comprehensive Assessments (ICA) on the CAASPP platform for all grades 9-11, with grade 11 students taking ICAs in winter and grades 9-10 taking them in spring.

Operational Challenges The transition to ICAs has created significant implementation hurdles. The biggest obstacle has been organizing the new assessment for students, as it operates on an unfamiliar platform with a new format that teachers find challenging to navigate. The assessments are notably longer than previous measures, creating additional logistical complications. Most critically, the school has struggled to achieve the required 95% participation rate, which is essential for meaningful data analysis and renewal requirements. As of the midyear update, the school had not yet reached 95% completion rates across all student populations.

Data and Decision-Making Impact The assessment challenges have limited the action's primary purpose of providing detailed reports for leadership and teachers to review, analyze, track, and evaluate student performance. While the school reports successfully administering the examinations, the incomplete participation rates and unfamiliarity with new platforms have delayed the comprehensive data analysis needed to inform instructional decision-making and identify students requiring additional academic support.

Future Outlook School leadership acknowledges that meaningful effectiveness evaluation must wait until all students' complete assessments and comprehensive data analysis occurs. The transition period has been challenging, but the school anticipates better understanding the impact once full implementation and analysis are complete.

Action 4: This action was partially effective through responsive, data-driven decision-making that addresses identified student needs. While implementation challenges related to schedule changes created operational difficulties, the strategic shift of math support to 11th grade appears aligned with student needs and early indicators are positive. The action's effectiveness will become clearer as additional assessment data becomes available, and the full impact of the programmatic changes can be evaluated. The school's willingness to make significant adjustments based on student performance data demonstrates a commitment to continuous improvement and student success. Action 4 demonstrates responsive decision-making based on student performance data, though implementation challenges and limited outcome data prevent a full effectiveness evaluation at this time.

Strategic Implementation Changes The school made a significant mid-year adjustment to its mathematics support strategy after analyzing preliminary 2024 SBAC data that showed substantial declines in math performance. Based on this data analysis, the school shifted its Math Support class from 9th grade to 11th grade, recognizing that students needed reinforced support closer to their upper high school years when preparing for postsecondary success. This decision reflects the school's commitment to data-driven instruction and responsive programming.

Continued Program Elements The school has maintained its successful 4x4 block schedule that allows students to complete up to 80 credits annually, with each course meeting three times per week. The Summer Bridge Program for incoming 9th graders showed positive results, with strong student attendance and successful school climate acclimation. Students continue to have access to credit recovery options, intersession opportunities, and the Math Bridge Course offered in partnership with Los Angeles Trade Tech College.

Early Positive Indicators The relocated Math Support has shown early promise, with juniors receiving additional instruction in Algebra 2 that appears helpful for many students. This is particularly important given that current juniors experienced learning disruptions during the pandemic with online learning challenges and substitute teacher coverage due to staff leave of absence. The targeted support at the 11th grade level addresses critical intervention needs before graduation.

Pending Outcome Data School leadership acknowledges that full effectiveness evaluation awaits ICA results and additional data analysis. The timing of the implementation changes means that comprehensive outcome assessment is not yet available, though early indicators suggest the strategic shift may be beneficial.

Action 5: This action demonstrates partial effectiveness constrained primarily by staffing challenges rather than programmatic design issues. The recent hiring of the Dean of Culture and continued effectiveness of existing support systems suggest the action has strong potential for improved effectiveness once fully staffed. However, the inability to hire an Assistant Principal and budget concerns continue to limit the action's full

implementation and impact. The school's commitment to maintaining services during staffing transitions shows dedication to student support, but full effectiveness requires resolution of personnel and budget issues. Action 5 shows partial effectiveness due to significant staffing challenges that have limited full implementation, though existing support systems continue to provide essential services to students.

Implementation Barriers The action has faced substantial staffing challenges that have impacted its effectiveness. The school has been unable to hire an Assistant Principal, a critical position designed to provide Tier 2 interventions for culture-building and addressing chronic absenteeism through mentoring programs. Additionally, the Dean of Culture position remained vacant until November 15, 2024, leaving significant gaps in community building and restorative practices implementation. These vacant positions have created strain on existing staff members who have been working to address student needs with reduced capacity.

Maintained Support Systems Despite staffing challenges, several key components continue to function effectively. The Psychiatric Social Worker remains active in supporting students who have experienced trauma, enabling them to focus on learning and instruction. The school's telehealth partnership continues to provide essential mental health services to students, offering on-demand access during the school day and reducing barriers to mental health care. The Multi-Tiered System of Supports (MTSS) Framework continues to operate for identifying students needing social-emotional learning and behavioral supports.

Recent Progress The action has shown improvement with the recent hiring of the Dean of Culture, who has immediately begun supporting students on a daily basis and "hit the ground running" according to school reports. This suggests that when positions are filled, the framework is effective in providing needed support.

Systematic Framework When fully staffed, the action demonstrates a comprehensive approach to addressing student social-emotional and behavioral needs through coordinated support from multiple staff roles, telehealth services, and evidence-based practices including PBIS and restorative approaches.

Action 6: This action demonstrates strong effectiveness through significant improvements in college and career readiness indicators and successful implementation of comprehensive programming that supports student postsecondary preparation. It also demonstrates clear effectiveness through measurable improvements in college and career readiness indicators, successful expansion of dual enrollment opportunities, and maintained high-quality advising services. The transition from "LOW" to "GREEN" performance on the College/Career Indicator represents significant progress in achieving the action's primary goals. Strategic program adjustments and expanded partnerships indicate responsive management that enhances rather than diminishes program effectiveness. The action successfully supports the school's college-going culture while providing diverse pathways for student success.

Performance Achievements The action has achieved notable success with the College/Career Indicator advancing from a "LOW" performance level on the 2023 CA School Dashboard to a "GREEN" performance level on the 2024 Dashboard. This represents substantial progress in preparing students for postsecondary success. Graduation rates have increased significantly to 94.8% schoolwide, with strong performance among key subgroups including socioeconomically disadvantaged students and Hispanic students, demonstrating the action's effectiveness across diverse populations.

Program Implementation Successes College & Career Advisors continue to maintain reduced caseloads of 150:1, enabling meaningful bimonthly check-ins with each student and individualized academic planning. All students remain enrolled in College and Career Readiness courses (I-IV) that combine technical skills with college and career exploration. The school has successfully expanded dual enrollment

opportunities, increasing from three to six courses offered through Los Angeles Trade Technical College, providing greater flexibility and access for students in grades 11-12.

Strategic Program Adjustments The school made effective operational adjustments by discontinuing Naviance due to cost-effectiveness concerns and duplicate efforts in college application assistance. Instead, the school now works directly with CSU and UC institutions and plans to transition to the California College Guidance Initiative platform in February, streamlining the college application process. The partnership with Arizona State University was also adjusted, with the Los Angeles Trade Technical College schedule providing greater flexibility than previous arrangements.

Expanded Opportunities Career Technical Education pathways continue to be offered in Arts, Media & Entertainment (Graphic Design and Digital Media), providing students with practical skills aligned with industry needs. The partnership with CSULA's MESA Program continues to provide STEM-based learning opportunities, and college visit programs remain active across all grade levels with annual College & Career Fair hosting.

Areas of Continued Growth While overall performance has improved significantly, the graduation rate showed a slight decline to 94.8% on the 2024 Dashboard compared to previous years, indicating the need for continued monitoring and support for at-risk students.

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

Goal and Action Continuity: No changes will be made to the planned goal, target outcomes, or core actions for Goal 1. All Goal 1 actions will continue implementation with modifications informed by the school's ongoing improvement cycle, incorporating findings from comprehensive needs assessments and leveraging multiple funding sources including Title funds, LCFF Supplemental and Concentration funds, and Learning Recovery Emergency Block Grant funds to maximize support for student academic achievement and social-emotional development.

Metric Alignment Adjustment: The California Science Test (CAST) metric will be revised from percentage of students meeting/exceeding standards to Distance from Standard (DFS) to align with California School Dashboard reporting methodology, ensuring consistent measurement approaches across all academic indicators.

LCAP Structure and Planning Approach: WAHS will continue developing a one-year LCAP with annual outcomes, as this approach is allowable for charter schools and supports responsive planning that can quickly adapt to emerging student needs and performance data.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	STRENGTHENING EL PROGRAM & SERVICES	Wallis Annenberg High School (WAHS) recognizes that historically, over 20% of our students are English Learners (EL). For the 2023-24 academic year, the EL reclassification rate was 20%, and the English Learner	\$160,448	Y

		<p>Progress Indicator (ELPI) was 41%, representing a significant decline from the previous year's 49.4% and resulting in an ORANGE performance level on the 2024 CA School Dashboard. Specifically, EL students on the ELPI Indicator received an ORANGE performance level on the 2024 CA School Dashboard, declining from 7.4% to 41% of EL students who demonstrated progress toward English Language Proficiency.</p> <p>Program Structure and Planning WAHS will strengthen its EL Program through comprehensive support systems and targeted interventions. The school will provide appropriate Designated English Language Development (ELD) courses based on individual EL student language acquisition needs to ensure personalized learning pathways. The English Learner Master Plan will remain accessible online and by request for staff and families, with annual review and revision conducted by the English Learner Advisory Committee (ELAC) to ensure continued relevance and effectiveness.</p> <p>Instructional Support and Coaching To enhance instructional capacity, an ELD Instructional Coach will be added to lead instructional coaching focused on ELD Standards and strategies to support English Learners across all subject areas. This coach will also teach designated ELD courses, providing direct instruction while modeling best practices for other educators. The ELD Instructional Coach will plan and lead comprehensive ELD professional development opportunities, monitor and track EL student performance and identified needs, and implement strategies to ensure English Learners make measurable progress toward English Language proficiency on a clear path to reclassification.</p> <p>Performance Monitoring and Assessment The school will systematically monitor student performance across multiple indicators, including performance in English Language Arts and ELD courses, daily attendance patterns, Lexile growth as measured by NWEA and Language Live assessments, and Summative ELPAC results data to ensure English Learners demonstrate consistent progress toward English language proficiency.</p> <p>Curriculum and Technology Resources WAHS will continue utilizing USA Learns to support the specific language needs of Newcomer students and maintain the use of Language Live curriculum and consumables to provide comprehensive language development resources.</p>		
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2	SUPPORTING LONG-TERM ENGLISH LEARNER (LTEL) NEEDS	<p>Wallis Annenberg High School (WAHS) recognizes that historically, over 80% of our students are Long-term English Learners (LTEL), defined as students who have been enrolled in a U.S. school for seven years and have not yet met the criteria for reclassification. This significant population requires targeted interventions and specialized support to achieve English language proficiency and academic success.</p> <p>Leadership and Program Coordination As part of the annual needs assessment, WAHS identified specific areas for growth and targeted interventions to support LTELs toward English language proficiency and reclassification. The ELD Instructional Coach and ELD teacher will lead these comprehensive efforts to ensure coordinated and effective implementation across all program components.</p> <p>Curriculum Implementation ELD courses will utilize the LanguageLive (LREBG Funded: \$5,511) Curriculum, which focuses specifically on building students' reading, writing, listening, and speaking skills through integrated instruction. This curriculum includes online components designed to support student oracy development, providing multiple modalities for language learning and practice. The comprehensive approach addresses the varied learning needs of LTEL students who require intensive language development support.</p> <p>Professional Development and Cross-Curricular Support To strengthen integrated ELD support across the school, all teachers across content areas will receive training on Foundational Reading (LREBG Funded: \$7,200) from the Institute for Mult-Sensory Education (IMSE) on strategies to improve EL/LTEL reading skills within their respective subject areas. This integrated ELD approach ensures that language development occurs naturally within academic content instruction. A Literacy Coach position will be added to lead professional development initiatives focused on ensuring the integration of integrated ELD across all subject areas using the Science of Reading principles.</p> <p>The Literacy Coach (LREBG Funded: \$26,672) will work collaboratively with teachers to implement evidence-based reading instruction that supports English Learners and Long-term English Learners in developing both foundational and advanced literacy skills. Professional development initiatives will focus on equipping teachers with effective strategies to implement academic language routines into daily lessons across all</p>	\$39,383	N
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		<p>subject areas, ensuring that LTEL students receive consistent language support throughout their academic experience.</p> <p>Student Goal Setting and Progress Monitoring LTEL students will actively engage in academic and language goal setting processes that directly impact their performance on the English Language Proficiency Assessments for California (ELPAC), with the goal of achieving reclassification. Students will be thoroughly informed of their LTEL status and provided with clear understanding of the comprehensive system of supports available to support them academically with language acquisition.</p> <p>Reclassification Planning and College/Career Readiness Additionally, LTEL students will receive detailed information about the implications of their language learner status on high school completion, college readiness, and career preparation. Each student will work with staff to develop an individualized plan for reclassification that includes specific milestones, timelines, and support strategies to ensure progress toward English language proficiency and academic success.</p>		
3	MEASURING STUDENT PROGRESS – ASSESSMENTS	<p>To measure student academic performance comprehensively, students will be administered multiple assessment types throughout the academic year. NWEA MAP Reading and Math assessments will be administered twice annually to track growth and proficiency levels. Interim Comprehensive Assessments (ICA) will be conducted once per year for students in grades 9-11 to provide mid-year performance data. Additionally, all students will participate in state-mandated assessments including the California Assessment of Student Performance and Progress (CAASPP), California Science Test (CAST), and English Language Proficiency Assessments for California (ELPAC) as required.</p> <p>Data Analysis and Reporting WAHS’s data team will create detailed reports designed for leadership and teaching staff to review, analyze, track, and evaluate student performance across all assessment measures. These comprehensive reports will provide actionable insights into individual student progress, classroom trends, and school-wide performance patterns.</p> <p>Purpose and Application Multiple types of assessment data will be systematically analyzed to measure and monitor program effectiveness,</p>	\$199,227	Y

		ensuring that educational initiatives are producing desired outcomes. This data-driven approach will inform instructional decision-making, allowing teachers to adjust their pedagogical strategies based on student performance evidence. Additionally, the assessment system will identify students who require additional academic support, enabling timely interventions to address learning gaps and promote student success.		
4	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	<p>WAHS will continue to implement its successful 4x4 block schedule that has effectively addressed student academic needs, maintained high graduation rates at 94.8%, and contributed to improved school performance on the College/Career Indicator (CCI) at 39.6%, representing a 9% increase. The 4x4 block schedule allows students to complete up to 80 credits annually, with each course meeting three times per week through two 90-minute blocks and one 60-minute period following an odd/even schedule. Teachers provide appropriate accommodations and modifications for students with Individualized Education Programs (IEPs) to ensure equitable access to learning.</p> <p>2024 CA School Dashboard Results: WAHS received an Orange performance level for mathematics performance across all student groups on the 2024 California School Dashboard, with an average Distance from Standard (DFS) of -112.8 for all students. This represents a significant decline of 22.9 points from the previous year, placing the school substantially below the state average of -47.6 DFS. The dramatic deterioration in mathematics performance affects all student populations and represents one of the most pressing academic challenges facing the school.</p> <p>Annenberg Foundation Partnership WAHS has secured a transformative \$3 million grant from the Annenberg Foundation for the "2025-2028 High School Math Improvement Plan" specifically targeting students achieving "Very Low" performance levels on the California School Dashboard. This grant provides unprecedented resources to address mathematics learning recovery needs, including six additional mathematics teachers over three years (\$1.96M) to provide intensive intervention for students achieving Achievement Level 1 and low Achievement Level 2. The partnership also funds two assistant principals focused on mathematics instruction and learning recovery (\$1.04M), providing dedicated leadership for implementing evidence-based interventions. Additionally, the grant</p>	\$1,080.292	Y

		<p>supports comprehensive professional development aligned with the 2023 Mathematics Framework, specifically targeting trauma-informed instruction, culturally responsive pedagogy, and specialized intervention strategies for Long-term English Learners and English Learners.</p> <p>Mathematics Intervention Strategy Beginning in 2025-26, with support from the Annenberg Grant, WAHS will reduce Algebra 1, Geometry, and Algebra 2 class sizes from 30 to 15 students and double instructional time from 215 to 430 weekly minutes through double-blocked courses. This structural change reflects strong institutional commitment to reversing math underperformance through targeted instructional time and improved student-teacher ratios. The grant also provides four temporary modular classrooms to expand mathematics instruction capacity, enabling smaller class sizes for intensive intervention, along with evidence-based curriculum and intervention materials specifically selected for effectiveness with students achieving "Very Low" performance levels.</p> <p>Credit Recovery and Summer Programs WAHS will continue using APEX or similar programs as options for credit recovery, with Intersession available during breaks and Summer School credit recovery opportunities. These programs are made possible through the Annenberg grant funding. In addition to the five teachers currently employed, the Annenberg grant enables the hiring of six additional teachers, supported by two additional math school leaders to provide guidance and support for this expanded teaching team.</p> <p>College Preparation and Bridge Programs The Math Bridge Course will continue to support College Mathematics preparation, offered and designed by Los Angeles Trade Tech College as a collegiate-level mathematics course. WAHS has also implemented a Summer Bridge Program for incoming ninth-grade students to prepare them for high school rigor, educate them about school expectations, conduct diagnostic assessments to identify student strengths and needs, and engage in community building activities that support positive school climate.</p> <p>Additional Academic Supports WAHS will provide before and after school tutoring to extend learning opportunities beyond regular school hours. Vocabulary development will serve as an area of focus for teachers to implement across all disciplines, ensuring language development supports learning in every subject area. Daily sustained silent reading will take</p>		
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		place during English Language Arts courses to promote literacy development and reading comprehension skills. To improve literacy outcomes, ELA classrooms will be equipped with classroom libraries (Funded with LREBG \$31,022.07; LCFF S&C \$3,977.93) that provide students with access to diverse, high interest reading materials at various reading levels to support independent reading and foster a love of literature.		
5	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	<p>WAHS will utilize a comprehensive team approach including teachers, college and career advisors, administrators, dean of culture, psychiatric social worker, and telehealth providers to address the ever-changing social-emotional and behavioral needs of our diverse student population. The school's Multi-Tiered System of Supports (MTSS) Framework will systematically address chronic absenteeism and identify students requiring social-emotional learning and behavioral supports.</p> <p>Tier 2 Interventions and Leadership Support The Assistant Principal will provide Tier 2 interventions to support culture-building initiatives and address chronic absenteeism through targeted mentoring and attendance programs; all aligned with the school's MTSS Framework. This role will also focus on addressing individual student behavioral issues and needs through personalized intervention strategies.</p> <p>The Dean of Culture (Funded with Title I: \$70,428.79; LCFF S&C: \$74,213.52) will build and maintain community among students while working closely with teachers to deliver College & Career Lessons and implement restorative practices and celebratory events schoolwide. This position ensures consistent implementation of positive behavioral supports and community-building activities.</p> <p>Mental Health and Trauma-Informed Support The Psychiatric Social Worker (Title I Funded: \$133,118.21) will provide specialized support for students who have experienced trauma, enabling them to focus on learning and instruction within a safe and supportive environment. WAHS will continue implementing restorative practices to build community and strengthen relationships, ensuring students understand they are part of a supportive community that promotes a Culture of Respect, Culture of Learning, and college-going culture.</p>	\$484,189	Y

		<p>Hazel Health, a telehealth service available to all students, provides on-demand access to mental health care during the school day. Through Hazel, students can receive therapeutic support that improves access to timely intervention and reduces barriers to mental health services. These services are coordinated in collaboration with onsite counseling and support teams to ensure comprehensive care.</p> <p>Social-Emotional Learning Curriculum The schoolwide implementation of the Wayfinder Social Emotional Learning (SEL) curriculum will continue through College & Career Readiness (CCR) and Advisory courses. Wayfinder lessons are designed to promote student purpose, belonging, resilience, and self-awareness, embedded in weekly classroom instruction to support whole-child development. Teachers and advisors will receive ongoing professional learning support to effectively integrate the curriculum into advisory practices.</p> <p>Data Tracking and Intervention Monitoring Panorama tracking systems will monitor intervention supports to ensure effectiveness and guide decision-making for student social-emotional and behavioral needs. This data-driven approach allows for timely adjustments to interventions and support strategies.</p> <p>Student Engagement and Culture Building WAHS will implement various student engagement strategies including attendance incentives such as field trips and awards, student culture building events, and student awareness campaigns to promote positive school climate and community connection.</p> <p>Family and Community Partnerships The school will offer parent education workshops focused on social-emotional learning to strengthen the home-school partnership and provide families with tools to support their children's social-emotional development. Additionally, WAHS will maintain its partnership with Challenge Success to enhance evidence-based approaches to student wellness and academic balance.</p>		
6	PROMOTING A COLLEGE-GOING CULTURE	<p>The College/Career Indicator (CCI) has shown significant improvement, advancing from a LOW performance level on the 2023 CA School Dashboard to a GREEN performance level on the 2024 CA School Dashboard. This progress demonstrates the effectiveness of WAHS's comprehensive college and career readiness initiatives.</p>	\$732,446	Y

		<p>College and Career Readiness Foundation At WAHS, all students are enrolled in a College and Career Readiness course (I-IV), an approved A-G elective that increases student knowledge base regarding college and career eligibility upon graduation. These courses combine technical "how-to" skills including completing FAFSA applications and college applications with broader college and career exploration activities.</p> <p>Personalized Academic Planning and Support WAHS will continue to maintain reduced caseloads for College & Career Advisors (CCA) at a 150:1 ratio, enabling bimonthly check-ins with each student to provide individualized guidance and support. All students develop their A-G academic plan with their CCA to ensure they remain on path to graduate on time and meet UC A-G eligibility requirements using Naviance as a planning and tracking tool.</p> <p>Advanced Placement and Dual Enrollment Opportunities WAHS will expand Advanced Placement course offerings to include AP Government, AP Biology, and AP World History, providing students with additional opportunities to earn college credit and demonstrate academic rigor. During the 2025 AP testing cycle, 158 students representing 33% of the student body took 304 AP exams, demonstrating strong student engagement in challenging coursework.</p> <p>The school has partnered with local community colleges to provide dual enrollment opportunities, with expanded access now reaching students in grades 10-12. This increased access allows more students to experience college-level coursework and earn college credit while completing their high school education.</p> <p>Career Technical Education Pathways WAHS will continue providing Career Technical Education (CTE) course offerings as part of its Arts, Media & Entertainment Pathways, including Graphic Design and Digital Media tracks. The school is bolstering CTE course offerings to include capstone classes that provide students with culminating experiences and portfolio development opportunities within their chosen pathway.</p> <p>College Exposure and Exploration WAHS will continue providing each grade level with opportunities to visit local, regional, and out-of-state colleges and universities through comprehensive college field trips to both local and out-of-area campuses. The school will host its annual College & Career Fair onsite and ensure participation in college fairs for all grade</p>	
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		<p>levels, maximizing student exposure to postsecondary opportunities and career pathways.</p> <p>STEM Partnership Opportunities WAHS has partnered with CSULA's MESA Program to provide students with STEM-based learning opportunities that enhance college and career readiness in science, technology, engineering, and mathematics fields.</p>		
7	SERVICES TO SUPPORT SWD	<p>Special Education Implementation Plan Overview</p> <p>WAHS administrators and Program Specialists (Oversees the SPED Program at the site level) will engage in weekly meetings to strengthen the implementation of our Instructional Program, with a targeted focus on supporting students with disabilities. These meetings will serve as structured opportunities to:</p> <ul style="list-style-type: none"> • Review and analyze caseload data • Monitor student services and service tracking • Assess student attendance, academic performance, and IEP goal progress • Identify professional development (PD) opportunities • Analyze and discuss assessment data <p>IEP Snapshot Distribution and Updates</p> <p>At the start of each school year, all general education teachers will receive IEP Snapshots for students with an Individualized Education Plan. These snapshots will be updated and redistributed to the appropriate staff after every IEP meeting to ensure accurate, up-to-date information.</p> <p>Ongoing Professional Development</p> <p>Throughout the school year, professional development sessions will be facilitated by Instructional Coaches, Site and District Administrators, the Director of Access, Equity, and Compliance, Program Specialists, and Teachers. These PD workshops will focus on equipping educators with the strategies and tools necessary to make the core curriculum accessible to</p>	\$1,082,152	Y

		<p>all learners, particularly students with disabilities. Topics will include, but are not limited to:</p> <ul style="list-style-type: none"> • Effective Instructional Strategies • Strategies to Enhance Access • Co-Planning and Co-Teaching • ELA and Math Support • Supporting Instructional Aides (IAs) and General Education Teachers • AI Resources and Support • SSPT, 504, and IEP Protocols • LAS Support and Referral Process • IA and BII Training <p>Co-Teaching and Collaboration Structures</p> <p>There will be a focused effort on co-teaching and co-planning. RSP and general education teachers will meet regularly with the Inclusion Coach to strengthen their practice. Meetings will address:</p> <ul style="list-style-type: none"> • Appropriate accommodations and supports for lessons • Strategies to ensure students with disabilities have access and master grade-level standards <p>Additionally, RSTs and general education teachers will participate in weekly collaboration meetings to:</p> <ul style="list-style-type: none"> • Plan for effective implementation of accommodations in ELA and Math • Develop academic and behavioral supports • Strategize for co-teaching and co-planning • Monitor and adjust instruction based on data analysis <p>For students falling behind, a targeted support plan will be developed and monitored through student goal-setting and weekly teacher check-ins.</p> <p>Multi-Tiered Collaboration and Coaching</p>		
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		<p>Collaborative meetings will include RSTs, general education teachers, Program Specialists, Inclusion Coach, and the Director of Access, Equity, and Compliance. These forums will:</p> <ul style="list-style-type: none"> • Offer small-group, needs-based professional development • Ensure that all teachers are equipped to deliver high-quality instruction in ELA and Math <p>The Inclusion Coach will provide support inside and outside the classroom through lesson modeling, co-planning, small group instruction, and check-in meetings with educational staff.</p> <p>Attendance and Family Engagement Support</p> <p>Attendance Clerks and Family Engagement Coordinators will:</p> <ul style="list-style-type: none"> • Make attendance calls and send home letters • Work with families to improve attendance • Utilize the SSPT process for additional support <p>Site administrators will conduct home visits when necessary.</p> <p>Oversight and Monitoring by the DAEC</p> <p>The Director of Access, Equity, and Compliance (DAEC) will serve as the Special Education Administrator, ensuring:</p> <ul style="list-style-type: none"> • IEP compliance • Effective instruction • Annual goal-setting in collaboration with site leaders and Program Specialists • Ongoing progress monitoring through meetings with RSTs, Program Specialists, Inclusion Coach, and service providers <p>Leveraging District and COP Resources</p> <p>The school will continue to benefit from:</p> <ul style="list-style-type: none"> • District bulletins (e.g., 504s, Alternate Curriculum, EL Reclassification) • Charter Digest updates 		
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		<ul style="list-style-type: none">• Charter Operated Programs (COP) Coordinating Council Meetings• Outreach emails and the Special Education Self-Review Checklist <p>These resources guide accurate compliance and provide access to District services and best practices.</p> <p>SPED (including all related services) IEP Compliance Monitoring</p> <p>Weekly meetings led by the Program Specialist, Student Services Coordinator, and DAEC will cover:</p> <ul style="list-style-type: none">• Highlights and challenges• Tier reviews (1-6)• Pending IEPs• Welligent 200 and 300 report reviews <p>A shared "Key Caseload" calendar will be maintained to ensure IEP timelines are met.</p> <p>RST/SPED Networking and PD</p> <p>Monthly meetings will focus on:</p> <ul style="list-style-type: none">• Key date and deadline reviews• Professional development (e.g., Welligent, AI tools, testing accommodations)• Classroom observation and feedback (BIIIs, IAs, RSTs) <p>This comprehensive approach ensures that students with disabilities receive consistent, high-quality instruction and support aligned with legal and educational standards.</p>		
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Goal

Goal #	Description	Type of Goal
2	Provide all educators and support staff with robust professional learning opportunities and coaching in alignment with the CA content standards, and differentiation to address the diverse learning needs of all students. Integrate well-being and mental health support programs for both staff and students to build capacity, strengthen teacher retention rates, improve student academic outcomes, and promote a healthy educational environment.	Broad

State Priorities addressed by this goal.

Priority 1: Basic

Priority 2: Implementation of the State Standards

An explanation of why the LEA has developed this goal.

This goal was developed to address critical gaps in professional capacity, instructional quality, and staff retention that directly impact student outcomes and the school's ability to implement state standards effectively. The goal reflects a strategic recognition that high-quality instruction and staff well-being are foundational to student success, particularly for the diverse learner population served by the school.

Professional Capacity and Retention Challenges: WAHS faces challenges in maintaining fully credentialed and appropriately assigned teaching staff. Data shows a concerning decline in the percentage of fully credentialed and appropriately assigned teachers, dropping from 88.7% in 2021-22 to 76.3% in 2022-23, representing a 12.4 percentage point decrease. This decline directly impacts the school's capacity to provide consistent, high-quality instruction aligned with state standards.

Staffing instability has created substantial gaps in instructional leadership and support systems. Key positions including the Literacy Instructional Coach and Math Instructional Coach that remained vacant, forcing existing administrators to absorb additional responsibilities for planning and facilitating professional development while maintaining their primary administrative duties. This has resulted in reduced capacity for specialized instructional coaching and has limited the scope of professional development offerings, particularly in critical areas such as Diversity, Equity, and Inclusion training. However, for the 2025-26 school year, WAHS will employ a Literacy, Math, and ELD Instructional Coach.

Systemic Impact on Student Outcomes: The connection between professional capacity and student outcomes is evident in the school's academic performance data. Mathematics performance declined significantly, and English Learner progress indicators show concerning trends, both of which can be partially attributed to inconsistent instructional capacity and limited coaching support. The school recognizes that improving student outcomes requires investing in the professionals who serve students daily through comprehensive professional development, ongoing coaching, and retention strategies.

Integrated Approach to Staff and Student Well-being: The goal's inclusion of well-being and mental health support reflects an understanding that educator effectiveness is intrinsically linked to professional satisfaction and personal wellness. The challenges experienced during staffing transitions, increased workloads for remaining staff, and the demanding nature of serving a diverse student population with complex needs

necessitate intentional support for staff well-being. By addressing both professional capacity and personal wellness, the school aims to create sustainable systems that support both staff retention and instructional effectiveness.

The goal also recognizes the dual nature of well-being support, acknowledging that staff who are well-supported professionally and personally are better equipped to provide the social-emotional and academic support that students need. This integrated approach ensures that investments in staff development and well-being ultimately benefit student outcomes and create a positive educational environment for the entire school community. This comprehensive approach to professional development and well-being reflects WAHS's commitment to building sustainable capacity that can effectively serve its diverse student population while maintaining high standards for teaching and learning across all content areas.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
19	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: 88.7%	2022-23: 76.3%		2023-24: 85.2%	-12.4%
20	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%	2024-25: 100%		2025-26: 100%	0%
%21	Implementation of the State Academic content & performance standards for all students & enable ELs access. <u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development;	<u>2023-24</u> ELA: 3 ELD: 4 Math: 4 Social Science: 5 Science: 3 CTE: 3 Health: 4	<u>2024-25</u> ELA: 4 ELD: 4 Math: 4 Social Science: 4 Science: 4 CTE: 3 Health: 4		<u>2025-26:</u> ELA: 4 ELD: 4 Math: 4 Social Science: 4 Science: 4 CTE: 4 Health: 4	ELA: +1 ELD: 0 Math: 0 Social Science: -1 Science: +1 CTE: 0 Health: 0 PE: 1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	3 – Initial Implementation; 4 – Full Implementation; 5 -Full Implementation & Sustainability Source: Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard)	PE: 4 VAPA: 4 World Language: 5	PE: 4 VAPA: 3 World Language: 4		PE: 4 VAPA: 3 World Language: 4	VAPA: -1 World Language: -1

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 1: This action was fully implemented. WAHS employs an administrator and appropriately credentialed teachers and substitute teachers who have participated in 5 days of summer professional development as planned in this action. Our teachers are on track to participate in 5 non-instructional days during the school year in addition to weekly professional learning.

Action 2: This action was partially implemented. The Literacy Instructional Coach and Math Instructional Coach positions remain vacant, resulting in a substantive difference and partially implemented. One Director is currently providing ELA Coaching, and the other Director is providing Math Instructional Coaching due to support the ELA and Math Department. Professional Development continues to be provided but the key staff that plan and facilitate professional development (Coaches) are vacant positions. The Directors roles have been extended to planning, facilitating Professional Development in addition to coaching, and their duties as administrators.

Due to staffing challenges DEI trainings have been modified. the group overall. This year, all classrooms are participating in a curricular exploration in partnership with, Summit Learning. "Summit" has transitioned to "Gradient Learning." Teachers continue to have access to the curriculum, and access to additional standards-aligned curriculum. WAHS also adopted Canvas Learning Management System (LMS).

Action 3: This action was fully implemented. WAHS continues to provide all students with standards-aligned curricular and instructional materials. Annually our team conducts a textbook inventory, and purchases are made to ensure all students have access. WAHS has recently adopted the ELA Ordell (ERWC); and DBQ curriculum adoption. The other curricular were also made but not newly implemented.

Action 4: This action was fully implemented. All students have access to a technology device which they can take home to access curricular, instructional, and supplemental online platforms. The IT Team ensures devices are maintained, and updated for student and staff use including state testing.

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.

Goal 2: Material Differences Between Budgeted and Estimated Actual Expenditures

The following material variances occurred between budgeted and estimated actual expenditures for Goal 2:

Action 2 - Administrative and Professional Development Cost Overruns: The assistant principal position salary significantly exceeded budget projections, costing approximately twice the originally budgeted amount. Additionally, professional development costs increased beyond budgeted amounts due to the addition of consultants that were not included in the original budget allocation, resulting in further expenditure overruns for this action.

Action 4 - Technology Personnel and Software Cost Increases: Personnel costs for this action exceeded budgeted amounts due to the IT technician position requiring double the originally planned hours, effectively doubling the associated labor costs. Furthermore, non-instructional software costs surpassed budgeted allocations, indicating either higher-than-expected software pricing or additional software purchases that were not accounted for in the original budget planning.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 1: This action demonstrates clear effectiveness through complete implementation of all planned components without significant challenges. The combination of appropriately credentialed staff, extended learning time, comprehensive professional development, and teacher retention strategies creates a strong foundation for educational excellence. The action successfully supports Goal 2's objective of providing robust professional learning opportunities while ensuring students have access to qualified educators. The seamless implementation and positive outcomes indicate this action is well-designed and effectively executed. Action 1 demonstrates full effectiveness through comprehensive implementation of staffing, credentialing, and professional development requirements that support high-quality educational programming.

Staffing and Credentialing Success The action has achieved complete success in employing appropriately credentialed administrators and teachers for grades 9-12 across all core subject areas. All teachers are properly credentialed and assigned, ensuring students receive instruction from qualified professionals throughout the educational program. This foundational element provides the structural foundation necessary for effective teaching and learning.

Extended Learning Time The school successfully provides an extended school year of 180 instructional days, exceeding the California State requirement of 175 days for charter schools. This additional instructional time supports deeper learning opportunities and provides enhanced academic support for student achievement and growth, directly contributing to improved educational outcomes.

Professional Development Implementation The comprehensive professional development program has been fully implemented as planned. All returning teachers participate in five days of intensive summer professional development prior to the school year, while new teachers receive an additional five days of training to ensure smooth integration into the school's educational approach and culture. The school also provides weekly

professional development time during the academic year, and five additional non-instructional days dedicated to professional learning, creating sustained opportunities for educator growth and collaboration.

Teacher Retention Strategy The action includes retention bonuses to maintain high teacher retention rates and ensure consistent, high-quality instruction. This strategic approach recognizes the importance of stability in staffing for maintaining continuity in educational programming and student relationships, contributing to overall school effectiveness.

Implementation Quality The action shows seamless implementation with no reported challenges, indicating strong organizational capacity and effective planning. Teachers demonstrate clear understanding of instructional expectations, suggesting that the professional development components are effectively communicating standards and building capacity for high-quality instruction.

Action 2: This action has been partially effective constrained primarily by staffing losses rather than programmatic design flaws. While professional development continues and curriculum transitions have been successfully managed, the absence of key instructional coaches has limited the action's full potential. The reduced focus on DEI training and increased burden on remaining staff indicate that full effectiveness requires addressing the staffing gaps. However, the school's ability to maintain quality programming despite these constraints and successfully manage major curriculum transitions demonstrates organizational resilience and commitment to professional learning. Action 2 demonstrates partial effectiveness through continued delivery of professional development programming, but significant staffing losses have reduced capacity and limited the scope of planned activities.

Implementation Challenges The action faces substantial challenges due to critical staffing losses that have impacted its effectiveness. The school lost its Literacy Coach at the end of the previous academic year and the Math Coach earlier in the current year, with neither position filled. This reduction in instructional coaching capacity has created significant strain on remaining staff members who must absorb additional responsibilities while maintaining their primary duties. The decreased capacity has particularly impacted Diversity, Equity, and Inclusion (DEI) training, which has been limited due to the reduced personnel available to plan and execute comprehensive professional development.

Continued Programming Despite staffing constraints, the school continues to provide high-quality professional development, though it requires increased time commitment from remaining team members. The Head of Academics & Faculty Affairs has assumed additional responsibilities, including designing and facilitating professional development, working with the Math Team on curriculum development, and conducting weekly coaching with the 11th grade Math team. A highly effective new 11th grade ELA teacher has taken on planning responsibilities with the ELA team and provides weekly coaching support, helping to partially fill the literacy coaching gap.

Curriculum and Technology Transitions The action has successfully managed significant curriculum and technology transitions. All classrooms are participating in curricular exploration as Summit Learning transitions to Gradient Learning, providing teachers with access to additional guaranteed viable curriculum while maintaining current base curriculum access. The learning management system successfully transitioned to Canvas, supporting enhanced digital learning capabilities and teacher collaboration.

Support Systems The school continues to provide quarterly professional development for support staff and paraprofessionals, maintaining targeted training specific to their roles. Teacher induction expense reimbursement continues to support new educators and teacher retention efforts, demonstrating ongoing commitment to professional growth and career development.

Action 3: This action demonstrates clear effectiveness through complete implementation of standards-aligned curriculum procurement and positive impact on student engagement. The strategic combination of introducing new, evidence-based curricula while maintaining effective existing programs shows thoughtful educational planning. While implementation challenges are present as teachers adapt to new materials, the observed increase in student engagement where curricula are implemented with fidelity indicates the action is achieving its intended goals of improving instructional quality and supporting student learning outcomes. Action 3 demonstrates strong effectiveness through successful procurement and implementation of standards-aligned curricular materials that support improved student engagement and instructional quality.

Complete Implementation Achievement The action has achieved full implementation without substantive differences from planned activities. The school has successfully ensured all students have access to standards-aligned curricular and instructional materials across core subject areas, maintaining sufficient supply of materials including consumables as planned. Annual purchasing procedures are functioning effectively to support continuous availability of instructional resources.

Curriculum Expansion and Continuity The school has successfully introduced new curriculum programs including Odell Readers for English Language Arts and the DBQ Project for History, expanding instructional options and providing teachers with enhanced tools for student engagement. Simultaneously, the school has maintained continuity with existing effective curricula including Vista Higher Learning for Spanish, Expository Reading and Writing Course (ERWC), Illustrative Mathematics, and OpenSciEd for Science, ensuring stable programming while strategically adding new resources.

Implementation Challenges and Growth The action acknowledges expected learning curves associated with implementing new curriculum materials. Teachers are adapting to Odell and DBQ Project curricula, which requires professional development and practice to achieve full implementation fidelity. However, these challenges are typical of curriculum adoption processes and do not indicate systemic problems with the action's design or execution.

Student Engagement Improvements A key measure of effectiveness is the observed increase in student engagement in classes where new curricula are being implemented with fidelity. This positive outcome demonstrates that the curriculum selections are appropriate for the student population and that teachers are successfully adapting their instruction to utilize the new materials effectively.

Standards Alignment The action successfully ensures students have access to materials aligned with California content standards across all core subject areas, supporting the school's compliance requirements while providing teachers with high-quality instructional resources that promote student achievement.

Action 4: This action demonstrates strong effectiveness through successful universal technology implementation that eliminates digital divides and enables equitable learning opportunities. The combination of device distribution and student digital literacy development indicates the action is meeting its core objectives while providing essential infrastructure for modern educational delivery. Action 4 demonstrates clear effectiveness through comprehensive implementation that ensures equitable digital learning opportunities for all students.

Complete Implementation Success The action has achieved full implementation with every student equipped with a technology device enabling access to all curricular materials, instructional resources, and testing platforms. This universal access eliminates digital equity barriers and ensures consistent participation in technology-based learning regardless of students' economic circumstances. All students demonstrate proficiency in accessing and utilizing digital resources, indicating successful capacity building beyond mere device distribution.

Infrastructure and Support The school maintains robust digital infrastructure including Zoom capabilities for virtual meetings, supporting flexible communication for tutoring, parent conferences, and potential remote learning situations. This comprehensive approach demonstrates adaptability and preparedness for various educational delivery models.

Impact on Equity By providing universal device access and developing student digital literacy, the action successfully addresses potential achievement gaps and prepares students for technology-integrated instruction and future academic and career demands.

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

No changes will be made to the planned goal, target outcomes, or core actions for Goal 2. WAHS will continue developing a one-year LCAP with annual outcomes, as this approach is allowable for charter schools and supports responsive planning that can quickly adapt to emerging student needs and performance data. All Goal 2 actions will continue implementation with modifications informed by the school's ongoing improvement cycle, incorporating findings from comprehensive needs assessments and leveraging multiple funding sources including Title funds, LCFF Supplemental and Concentration funds, and Learning Recovery Emergency Block Grant funds to maximize support for student academic achievement and social-emotional development.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	<p>WAHS will employ administrators and appropriately credentialed teachers for grades 9-12 to provide high-quality instruction in core subject areas as part of the school's comprehensive educational program. All teaching staff will maintain proper credentials and certifications to ensure students receive instruction from qualified professionals across all academic disciplines.</p> <p>Extended Learning Time WAHS will provide each student with an extended school year of 180 instructional days, which exceeds the California State requirement for charter schools of 175 days. This additional instructional time supports deeper learning opportunities and provides enhanced academic support for student achievement and growth. (LREBG Funded: \$124,892)</p> <p>Teacher Retention and Support To maintain high teacher retention rates that ensure consistent, high-quality instruction, WAHS will provide</p>	\$2,724,253	Y

Action #	Title	Description	Total Funds	Contributing
		<p>retention bonuses to recognize and reward educator commitment to the school community. These financial incentives support stability in staffing and help maintain continuity in educational programming and student relationships.</p> <p>Professional Development and Training All returning teachers will participate in five days of summer professional development prior to the start of the school year, with new teachers participating in five additional days of comprehensive training to ensure smooth integration into the school's educational approach and culture. WAHS will also provide weekly professional development time throughout the academic year to support ongoing learning and instructional improvement. Additionally, the school will provide five non-instructional days during the academic school year dedicated to professional learning, allowing educators to engage in deeper professional growth activities, curriculum development, and collaborative planning.</p>		
2	PROFESSIONAL DEVELOPMENT	<p>Providing educators and administrators with robust professional learning opportunities will result in positive student outcomes, higher staff retention rates, and increased capacity and knowledge base among all staff members. This comprehensive approach to professional development ensures continuous improvement in instructional practice and educational leadership.</p> <p>Instructional Leadership and Coaching The Chief Schools Officer (LREBG Funded: \$69,847.92), Principal, and Instructional Coaches will lead professional development initiatives and provide instructional coaching for teachers, utilizing SchoolMint Grow (Title II Funded: \$2,500), a classroom observation tool, to deliver regular and ongoing feedback to educators. Substitute teachers will be employed to allow teachers to participate in peer observations and coaching cycles while maintaining continuity of instruction across all disciplines.</p> <p>Standards-Based Instruction Training Teachers will receive training and coaching from the Standards Institute (LREBG Funded: \$84,046) to improve instruction of the content standards. This specialized training will enhance educators' understanding and implementation of state standards,</p>	\$883,122	N

Action #	Title	Description	Total Funds	Contributing
		<p>ensuring alignment between curriculum, instruction, and assessment practices.</p> <p>Diversity, Equity, and Inclusion Training WAHS will expand Diversity, Equity, and Inclusion (DEI) training for all staff levels to ensure that all staff, students, and families are meaningfully included in schoolwide decision-making processes. This comprehensive training will build cultural competency and promote inclusive practices throughout the school community.</p> <p>External Professional Development Opportunities WAHS will support teachers and the leadership team with conference attendance that includes but is not limited to College & Career Readiness, Instructional Technology, Teaching & Learning, and Diversity, Equity & Inclusion (DEI). These external learning opportunities will bring current research and best practices to the school while providing networking and collaboration opportunities with education professionals.</p> <p>Support Staff Development WAHS will continue providing quarterly professional development specifically designed for support staff and paraprofessionals, tailored to their unique roles and responsibilities within the educational program. This targeted training ensures all team members have the skills and knowledge necessary to effectively support student learning.</p> <p>Teacher Support and Retention To support teacher effectiveness, credential clearance, and teacher retention, WAHS will reimburse teacher induction expenses (Title II Funded: \$17,500). This financial support helps new teachers successfully complete their credentialing requirements while demonstrating the school's investment in their professional growth and long-term commitment.</p> <p>Curriculum and Technology Systems For the 2025-2026 school year, all classrooms will continue to have access to Externally Validated Curriculum, ensuring evidence-based instructional materials across all subject areas. The school's learning management system (LMS) will continue to be Canvas, providing consistent technology integration and digital learning platforms for both educators and students.</p>		

Action #	Title	Description	Total Funds	Contributing
3	CORE CURRICULAR PROGRAM NEEDS	<p>WAHS ensures all students have equitable access to standards-aligned curricular and instructional materials across all core subject areas. This commitment to high-quality educational resources supports consistent implementation of state standards and promotes academic achievement for all students.</p> <p>Annual Material Procurement Purchases are made annually to ensure sufficient supply of instructional materials including consumables, textbooks, and supplementary resources. This systematic approach to procurement ensures that all classrooms maintain adequate materials throughout the academic year without interruption to learning.</p> <p>Subject-Specific Curriculum Adoptions WAHS anticipates purchasing and implementing the following evidence-based curriculum programs across core academic disciplines:</p> <ul style="list-style-type: none"> • English Language Arts materials will include Odell Readers and Trade Books to support comprehensive literacy development, critical thinking skills, and exposure to diverse literary texts that engage students in meaningful reading and writing experiences. • History instruction will utilize the DBQ Project curriculum, which emphasizes document-based questioning and analytical thinking skills essential for historical inquiry and critical analysis of primary and secondary sources. • Spanish language instruction will be supported through Senderos, Galería, and Temas curriculum materials, providing comprehensive language learning resources that develop proficiency across speaking, listening, reading, and writing skills. • Science education will implement OpenSciEd curriculum, which provides phenomenon-based learning experiences aligned with Next Generation Science Standards and promotes inquiry-driven scientific thinking and experimentation. • Mathematics instruction will utilize Illustrative Mathematics curriculum, which emphasizes conceptual understanding, 	\$74,300	N

Action #	Title	Description	Total Funds	Contributing
		problem-solving strategies, and mathematical reasoning aligned with state mathematics standards across all grade levels.		
4	CLOSING THE DIGITAL DIVIDE	<p>WAHS will ensure that all students are equipped with individual devices (Title IV Funded: \$16,662) to guarantee equitable access to instructional and supplemental materials, testing platforms, and digital learning resources. This one-to-one device program eliminates barriers to technology access and ensures that every student can fully participate in digital learning opportunities regardless of their economic circumstances.</p> <p>Digital Learning Platform Access Students will have consistent access to essential digital platforms and tools necessary for academic success, including online textbooks, educational software, assessment platforms, and learning management systems. This comprehensive digital access supports both in-person and remote learning environments.</p> <p>Virtual Communication and Collaboration Zoom will be utilized for virtual meetings, enabling flexible communication between students, teachers, families, and administrators. This platform supports various educational activities including virtual tutoring sessions, parent conferences, professional development meetings, and emergency remote learning situations.</p> <p>Technology Support and Maintenance WAHS will provide ongoing technical support and device maintenance to ensure continuous functionality of student devices and digital learning platforms. This includes troubleshooting assistance, device repairs, and replacement programs to minimize disruptions to student learning.</p> <p>Digital Literacy Development Students will receive instruction and support in developing digital literacy skills necessary for academic success and future career readiness. This includes training on proper device usage, digital citizenship, online safety, and effective use of educational technology tools and platforms.</p>	\$278,976	N

Goal

Goal #	Description	Type of Goal
3	Engage parents as partners to promote a positive school culture that fosters connectivity, acknowledges diversity, and enhances engagement and participation among students and parents.	Broad

State Priorities addressed by this goal.

Priority 1: Basic

Priority 3: Parental Involvement & Family Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

This goal was developed in response to alarming declines in school climate indicators and the recognition that meaningful family engagement is essential for creating a positive educational environment that supports student success. The goal addresses the interconnected relationship between parent partnership, school culture, and student outcomes, particularly for the school's diverse community that includes significant populations of English Learners and socioeconomically disadvantaged students.

Critical School Climate Concerns: Data from Panorama surveys reveals dramatic deterioration in stakeholder perceptions of safety and school connectedness that demands immediate attention. Student sense of safety dropped precipitously from 79% to 54%, representing a 25 percentage point decline, while student school connectedness decreased from 74% to 68%. These concerning trends extend beyond the student body to families and staff, with parent safety perceptions declining from 86% to 73% and parent connectedness dropping from 88% to 71%. Most alarming is the staff connectedness decline from 78% to 56%, indicating widespread concerns about the school's sense of community and collaborative culture.

These climate challenges occur alongside other concerning indicators, including increased suspension rates from 0.4% to 2.1% and declining academic performance in key areas. The correlation between school climate, family engagement, and student outcomes underscores the critical need for comprehensive strategies that rebuild trust, connection, and partnership across the entire school community.

Historical Parent Engagement Challenges: WAHS has acknowledged that parent engagement has historically been a persistent challenge, despite steady improvements throughout the current year. Traditional barriers to family participation, including language access, work schedule conflicts, and cultural differences, have limited meaningful involvement in school decision-making processes. The need to establish required advisory committees such as the English Language Advisory Committee (ELAC), Parent Advisory Committee (PAC), and English Learner Parent Advisory Committee (EL-PAC) reflects both legal compliance requirements and the school's commitment to creating structured opportunities for diverse family voices to influence educational programming.

Communication and Cultural Responsiveness Needs: WAHS's transition to ParentSquare as the primary communication platform represents recognition that effective family engagement requires accessible, reliable communication systems. However, the diverse linguistic needs of the school community, where over 20% of students are English Learners, necessitate comprehensive language access services including interpreter

support and translated materials. The disproportionate impact of disciplinary actions on English Learners and Long-Term English Learners suggests potential cultural or linguistic barriers in school policies and procedures that require culturally responsive approaches to family engagement.

Facility and Basic Conditions Foundation: The goal's inclusion of facility maintenance reflects understanding that safe, clean, well-maintained physical environments are fundamental to positive school climate and family confidence in the educational program. Consistently maintaining "Exemplary" ratings on the Facility Inspection Tool demonstrates the school's commitment to providing a physical environment that supports learning and community gathering, which is essential for hosting family events and creating welcoming spaces for parent participation.

Strategic Integration of Community Building: The comprehensive approach reflected in Goal 3 recognizes that rebuilding school climate and enhancing family engagement requires coordinated efforts across multiple domains. Student engagement activities, athletics programs, and extracurricular opportunities create positive experiences that families can celebrate and support, while structured parent input processes ensure that diverse perspectives inform school decision-making. The goal acknowledges that positive school culture emerges from authentic partnerships between students, families, and staff working collaboratively toward shared educational outcomes.

This multifaceted approach is particularly critical for WAHS's diverse student population, where cultural responsiveness, language accessibility, and inclusive practices are essential for creating an environment where all families feel valued, heard, and empowered to support their children's educational success. The goal represents a strategic commitment to rebuilding community trust and connection while establishing sustainable systems for ongoing family partnership in the educational process.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
22	Facility Inspection Tool (FIT) Report Score Source: SARC	2023-24: Exemplary	2024-25: Exemplary		2025-26: Exemplary	No difference
23	Parent input in decision-making for UP & SWD. (Questions 9-12) <u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation;	2023-24: 9. 3 10.3 11.3 12.3	<u>2024-25:</u> 9. 3 10. 3 11. 3 12. 3		<u>2025-26:</u> 9. 3 10.3 11.4 12.3	9. 0 10.0 11.0 12.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool .					
24	Parent participation in programs for UP & SWD. (Questions 1-4) <u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool	<u>2023-24:</u> 1. 3 2. 3 3. 3 4. 4	<u>2024-25:</u> 1. 3 2. 3 3. 3 4. 4		<u>2025-26:</u> 1. 3 2. 4 3. 3 4. 4	1. 0 2. 0 3. 0 4. 0
25	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: Panorama	<u>2023-24:</u> 79% Sense of Safety 74% School connectedness	<u>2024-25:</u> 54% Sense of Safety 68% School Connectedness		<u>2025-26:</u> 60% Sense of Safety 70% School Connectedness	-25% Sense of Safety -6% School Connectedness
26	Other Local Measure - Parent Survey: Sense of	<u>2023-24:</u> 86% Sense of Safety	<u>2024-25:</u> 73% Sense of Safety		<u>2025-26:</u> 75% Sense of Safety	-13% Sense of Safety

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	safety & school connectedness. Source: Panorama	88% School connectedness	71% School Connectedness		73% School Connectedness	-17% School Connectedness
27	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: Panorama	<u>2023-24:</u> 79% Sense of Safety 78% School connectedness	<u>2024-25:</u> 75% Sense of Safety 56% School Connectedness		<u>2025-26:</u> 77% Sense of Safety 60% School Connectedness	-4% Sense of Safety -22% School Connectedness

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 1: This action was fully implemented. WAHS has fully implemented this action which continues to Increase student connectedness and promote a positive school culture. Field trips this year include - College field trips, college fairs, MESA, and PBIS.

Action 2: This action was fully implemented. WAHS is in the process of establishing its ELAC and required ELAC meetings. The Directors will ensure the PAC and EL-PAC participate in the LCAP engagement process starting with the LCAP Midyear update. WAHS provides interpreter services for all school meetings and committee meetings.

Action 3: This action was fully implemented. The Parent Engagement Coordinator position remains vacant. The Attendance Clerk has taken over the role of the PEC and regularly communicates with families. WAHS has implemented ParentSquare app to communicate with families in lieu of Remind App based on feedback and recommendation from our educational partners. WAHS has partnered with Padres Comprometidos (PC), a community-based organization that works with our families to engage and educate them on the College application and preparation process. PC has provided a series of 8 modules designed to inform families on how to navigate postsecondary education. A total of 10 parents have participated so far.

Action 4: WAHS administers the FIT Report annually and the results are reported on the school's LCAP, SARC, and Local Indicators Report. The FIT Report is currently in progress. WAHS continues to maintain a facility that is adhering to all state and county health department guidelines.

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.

Goal 3: Material Differences Between Budgeted and Estimated Actual Expenditures

The following material variances occurred between budgeted and estimated actual expenditures for Goal 3:

Action 1 - Supervision Personnel Cost Savings: Expenditures were reduced below budgeted amounts due to the resignation of two supervision aides whose positions were not subsequently filled. This resulted in significant salary and benefit cost savings, as the budgeted allocations for these two full-time equivalent positions remained unspent throughout the implementation period.

Action 4 - Contracted Janitorial Services Cost Overrun: The costs for contracted janitorial services significantly exceeded the original budgeted amount. This variance suggests increases in contracted service rates beyond initial projections.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 1: This action demonstrates mixed effectiveness with successful program implementation and increased student engagement offset by alarming declines in safety perceptions and school connectedness across all stakeholder groups. While extracurricular programming and PBIS implementation continue effectively, the significant deterioration in climate survey results suggests underlying issues that programming alone has not addressed. The action requires immediate investigation into the root causes of declining safety perceptions and enhanced strategies to rebuild school connectedness among students, parents, and staff. Action 1 demonstrates mixed effectiveness with strong programmatic implementation but significant declines in stakeholder perceptions of safety and school connectedness that require immediate attention.

Program Implementation Success The action has achieved full implementation across all planned components. The school successfully provides comprehensive extracurricular activities including CIF sports programs covering volleyball, soccer, basketball, swimming, cross country, softball, flag football, e-sports, track, and competitive cheer. Student leadership opportunities continue through various clubs and organizations including SBAC, Music, College, Spirit Club, and Yearbook Club. Field trip programs remain active, including college visits, college fairs, and MESA activities, providing extended learning opportunities that connect classroom instruction to real-world experiences.

PBIS and Recognition Systems The school continues implementing Positive Behavioral Interventions and Supports practices, incentives, and student recognition celebrations. Regular administration of Panorama SEL surveys to students, staff, and parents provides ongoing assessment of school climate indicators, demonstrating commitment to data-driven climate improvement efforts.

Operational Challenges The primary implementation challenge involves finding qualified coaches for sports programs, specifically a JV Boys soccer coaching vacancy. However, this has not disrupted programming as the team remains active and supported by the varsity coach, indicating effective interim solutions and program continuity.

Stakeholder Engagement Improvements The school reports increased student connectedness to school culture and higher student engagement levels, suggesting that programming activities are resonating with students and creating meaningful participation opportunities.

Critical Safety and Connectedness Concerns Despite programmatic successes, Panorama survey data reveals significant declines across all stakeholder groups. Student sense of safety dropped dramatically from 79% to 54% (25% decline), while school connectedness decreased from 74% to 68%. Parent perceptions show similar concerning trends with safety declining from 86% to 73% and connectedness from 88% to 71%. Staff surveys indicate the most severe connectedness decline from 78% to 56%, though safety perceptions remained relatively stable.

Action 2: This action demonstrates clear effectiveness through successful committee establishment, accessibility measures, and steadily increasing parent engagement despite historical challenges. The combination of required committee structures, interpreter services, and responsive scheduling approaches creates multiple pathways for meaningful parent participation in school decision-making. While parent engagement remains, an ongoing area requiring sustained effort, the reported steady increases indicate the action is successfully building family involvement and creating authentic opportunities for parent input in educational planning and policy development.

Committee Structure Implementation The action has achieved full implementation by establishing required parent advisory committees including the English Language Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), English Learner Parent Advisory Committee (EL-PAC), and Parent Advisory Committee (PAC) in compliance with California Education Code requirements. These committees ensure representation of unduplicated pupils and students with disabilities in school decision-making processes, providing structured pathways for meaningful parent input.

Accessibility and Support Services The school successfully provides interpreter services for all committee meetings, removing language barriers that could prevent participation from non-English speaking families. This commitment to accessibility demonstrates understanding of the diverse linguistic needs of the school community and ensures equitable participation opportunities across all parent populations.

Engagement Strategy Development The school has taken a responsive approach to parent engagement by surveying parents to determine optimal meeting times, showing sensitivity to work schedules and family obligations that can impact participation. This data-driven approach to scheduling reflects commitment to maximizing participation opportunities and removing logistical barriers to involvement.

Progress Despite Historical Challenges While acknowledging that parent engagement has historically been a persistent challenge, the school reports steady increases in parent engagement throughout the current year. This improvement suggests that the committee structures and accessibility measures are beginning to yield positive results and build momentum for sustained family involvement.

Compliance and Participation The establishment of required committees ensures compliance with state mandates while providing authentic opportunities for parent voice in educational decision-making. The focus on including parents representing unduplicated pupils and students with disabilities demonstrates commitment to equity and inclusive governance.

Action 3: This action demonstrates partial effectiveness through successful communication platform improvements and innovative partnership development, but staffing challenges have prevented full implementation of planned parent education programming. The transition to ParentSquare represents a clear success that has improved family engagement, while the Padres Comprometidos partnership provides valuable targeted support. However, the absence of a dedicated Parent Engagement Coordinator limits the action's potential impact and comprehensive service delivery to families. Action 3 demonstrates partial effectiveness through successful implementation of key communication and engagement strategies, though staffing challenges and program modifications have limited full realization of planned activities.

Communication Platform Success The action has achieved significant success in modernizing family communication systems. The school completed a full transition to ParentSquare, discontinuing the Remind App, which has substantially increased family responsiveness and engagement with the school. This platform consolidation has streamlined communication processes and improved the reliability and effectiveness of family outreach efforts, creating a more cohesive communication experience for parents and staff.

Staffing Adaptation While the school was unable to hire a dedicated Parent Engagement Coordinator as originally planned, it has adapted by assigning these responsibilities to the Attendance Clerk, who maintains regular communication with families. This adaptation demonstrates organizational flexibility and ensures that parent engagement functions continue despite hiring challenges, though it may limit the scope and intensity of engagement activities compared to having a dedicated specialist.

Partnership Development The school has successfully established a partnership with Padres Comprometidos to support families in understanding college-going culture. This program provides eight parenting modules designed to help families across all grade levels navigate postsecondary education, with approximately 10 parents currently participating. This partnership represents an innovative approach to parent education that addresses specific needs of the school community and provides structured support for families.

Accessibility Maintenance The school continues to provide translated materials and interpreter services for meetings and upon request, ensuring that language barriers do not prevent family participation in school activities and decision-making processes.

Implementation Gaps The inability to hire a Parent Engagement Coordinator has limited the school's capacity to offer the comprehensive parent workshop program originally envisioned, including topics such as financial aid/FAFSA, college applications, behavior management, social-emotional awareness, cyber-issues, and accessibility topics.

Action 4: This action demonstrates strong effectiveness through exemplary facility maintenance that consistently meets and exceeds state standards. The combination of full implementation, exemplary inspection ratings, and absence of operational challenges indicates highly effective facility management systems. The action successfully supports the school's learning environment and contributes to overall school climate through maintaining safe, clean, and well-kept campus facilities. Action 4 demonstrates clear effectiveness through comprehensive facility maintenance that ensures a safe and clean learning environment for all students and staff.

Implementation Success The action has achieved full implementation with the school successfully maintaining facilities that adhere to all state and local county health department guidelines. The commitment to providing a safe and clean school facility site has been consistently met throughout the implementation period, with no significant challenges reported in facility maintenance operations.

Compliance and Reporting The school maintains compliance with facility inspection requirements through completion of the annual Facility Inspection Tool (FIT) report. The FIT report has been drafted and is under review, ensuring timely completion of required documentation. Results consistently show "Exemplary" ratings for both 2023-24 and 2024-25, indicating sustained high-quality facility conditions that exceed minimum standards.

Operational Excellence The action demonstrates operational excellence through effective facility management that maintains clean, well-kept campus conditions. The absence of implementation challenges suggests robust maintenance systems and proactive facility management that prevents issues from developing into significant problems requiring emergency intervention.

Impact on Learning Environment
The consistently exemplary facility conditions directly support the school's broader goals of providing a positive school climate and safe learning environment. Clean, well-maintained facilities contribute to student and staff satisfaction while eliminating potential distractions or safety concerns that could impact educational delivery.

Continuous Improvement
The systematic approach to facility inspection and repair ensures that any identified issues are addressed promptly, maintaining high standards and preventing deterioration of campus conditions. Regular reporting through SARC, Local Indicators Report, and LCAP demonstrates transparency and accountability in facility management.

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

No changes will be made to the planned goal, target outcomes, or core actions for Goal 3. WAHS will continue developing a one-year LCAP with annual outcomes, as this approach is allowable for charter schools and supports responsive planning that can quickly adapt to emerging student needs and performance data. All Goal 3 actions will continue implementation with modifications informed by the school's ongoing improvement cycle, incorporating findings from comprehensive needs assessments and leveraging multiple funding sources including Title funds, LCFF Supplemental and Concentration funds, and Learning Recovery Emergency Block Grant funds to maximize support for student academic achievement and social-emotional development.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	<p>WAHS will continue to implement activities, programs, and strategies to promote student engagement, positive school climate, and a safe learning environment for all students. This comprehensive approach ensures that students have multiple opportunities to connect with their school community and develop both academically and socially.</p> <p>Athletic Programs and Competition WAHS will provide students with extensive CIF Sports opportunities including Boys/Girls Volleyball, Boys/Girls Soccer, Boys/Girls Basketball, Boys/Girls Swimming, Boys/Girls Cross Country, Softball, Girls Flag Football, E-Sports, and Competitive Cheer. An Athletics Director will coordinate all sports programs to ensure quality coaching, proper scheduling, and student athlete support across all competitive levels.</p>	\$312,038	N

		<p>Student Leadership and Engagement Activities The school will support Student Leadership through Associated Student Body (ASB) programs that provide students with opportunities to develop leadership skills and contribute to school governance. Monthly Grade Level Town Hall Meetings will create structured opportunities for student voice and input on school policies and programming.</p> <p>Extended Learning and Enrichment Opportunities WAHS will provide field trips as extended learning opportunities that connect classroom instruction to real-world experiences and career exploration. The school will host various clubs and organizations including Student Body Activities Committee (SBAC), Music, College, Spirit Club, and Yearbook Club, providing diverse avenues for student interest and talent development.</p> <p>Positive Behavioral Support Systems WAHS will continue implementing Positive Behavioral Interventions and Supports (PBIS) practices, including incentives and student recognition celebrations that reinforce positive behaviors and academic achievement. Campus Aides (LREBG Funded: \$82,518.94) trained in PBIS will provide security and supervision to ensure a positive and safe school climate throughout all areas of the campus.</p> <p>Climate Assessment and Data Collection WAHS will administer Panorama Social-Emotional Learning (SEL) surveys to students, staff, and parents to assess school connectedness, safety, satisfaction, and engagement levels. Results will be reported in the school's Local Control and Accountability Plan (LCAP) and local indicators report and will be used in the annual development of the school's LCAP to inform continuous improvement efforts.</p> <p>Health and Medical Support The school will have nursing staff (LREBG Funded: \$73,150.51) available to address student medical needs, providing immediate health care support that helps maintain student attendance and ensures prompt response to health emergencies or ongoing medical conditions.</p>		
2	PARENT INPUT IN DECISION-MAKING	Parent input in decision-making will take place through multiple formal committees that include parents representing Unduplicated Pupils (UP) and Students with Disabilities (SWD). This inclusive approach ensures that	\$0	N

		<p>diverse family voices and perspectives are meaningfully incorporated into school governance and strategic planning processes.</p> <p>English Learner Family Advisory Structure The English Language Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), and English Learner Parent Advisory Committee (EL-PAC) will provide specialized input regarding programs and services for English Learner students, as required by California Education Code 52062(a)(2). These committees ensure that families of English Learners have dedicated forums to influence decisions affecting their children's educational experience and language development support.</p> <p>General Parent Advisory Committee The Parent Advisory Committee (PAC) will serve as the primary venue for broader parent input in school decision-making, as mandated by California Education Code 52062(a)(1). This committee provides opportunities for all families to participate in discussions about school policies, programs, budget priorities, and strategic planning initiatives that impact the entire school community.</p> <p>Regular Parent Engagement Meetings Parent meetings will be held regularly to provide additional opportunities for family input and communication beyond formal committee structures. These meetings will address various topics including academic programs, school policies, student achievement data, and community concerns.</p> <p>Language Access and Inclusion Interpreter services will be available for all committee meetings and parent engagement activities to ensure that language barriers do not prevent any family from participating in school decision-making processes. This commitment to linguistic accessibility demonstrates the school's dedication to inclusive family engagement and equitable participation opportunities.</p>		
3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	<p>WAHS provides all parents, including those representing unduplicated students and Students with Disabilities, with multiple opportunities and methods to engage as partners in their child's education. This comprehensive approach ensures that every family has meaningful access to participation opportunities regardless of their background, language, or circumstances.</p> <p>Communication Systems and Platforms To keep families informed about school events and promote parent engagement and participation, the</p>	\$27,645	N

		<p>school's website will be regularly updated and will include social media integration for broader communication reach. WAHS will communicate with families using various platforms including ParentSquare, ensuring that information is accessible through multiple channels and meets diverse family communication preferences.</p> <p>School-Wide Events and Activities WAHS will continue hosting school-wide events including dedicated "Parent Only" nights that provide focused opportunities for adult family members to engage with school staff, learn about educational programs, and connect with other parents in the school community.</p> <p>Parent Engagement Coordination and Workshops WAHS will add a Parent Engagement Coordinator who will serve as the primary liaison for family communication and facilitate parent workshops in collaboration with the school's leadership team. These workshops will address topics that support the educational program and respond to family requests, including Financial Aid and FAFSA completion, the college application process, behavior management strategies, social-emotional topics such as suicide awareness, cyber-safety issues, accessibility resources, and other relevant topics as identified by families and school leadership.</p> <p>Language Access and Cultural Responsiveness Materials issued to families will be translated into appropriate languages to ensure accessibility for all community members. Interpreter services will be available for meetings and upon request to eliminate language barriers and promote equitable participation in all school activities and decision-making processes.</p>		
4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	<p>WAHS strives to provide all students and staff with a safe and clean school facility that supports effective teaching and learning. The school is committed to maintaining high standards of cleanliness, safety, and functionality across all areas of the campus to create an environment conducive to academic success and personal well-being.</p> <p>Health and Safety Compliance WAHS will adhere to all state and local county health department guidelines to ensure that facility operations meet or exceed regulatory requirements for educational environments. This includes compliance with health codes, safety regulations, and emergency preparedness standards that protect the welfare of all students, staff, and visitors to the campus.</p>	\$96,443	N

		<p>Facility Inspection and Assessment The Facility Inspection Tool (FIT) report will be completed annually to systematically evaluate the condition and safety of all school facilities. This comprehensive assessment covers areas including structural systems, exterior surfaces, electrical systems, heating and ventilation, interior surfaces, and cleanliness standards to identify any issues requiring attention.</p> <p>Maintenance and Repair Response When findings are identified through the FIT assessment or other facility evaluations, appropriate repairs and maintenance will be completed in a timely manner to address safety concerns and maintain optimal learning conditions. This proactive approach ensures that facility issues are resolved before they impact the educational environment.</p> <p>Transparency and Reporting FIT report findings will be reported annually in multiple public documents including the School Accountability Report Card (SARC), Local Indicators Report, and Local Control and Accountability Plan (LCAP). This transparent reporting ensures that the school community and stakeholders have access to current information about facility conditions and maintenance priorities.</p>		
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$2,257,731	\$264,117

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
39.70%	0%	\$0	39.70%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 3	WAHS has identified the critical need for comprehensive, actionable data systems to support instructional decision-making and student achievement across all populations, particularly given the school's diverse learner needs and recent academic performance declines. The school requires systematic data collection mechanisms to track student growth, identify learning gaps, and measure the effectiveness of instructional programs and interventions. Specific assessment needs include reliable methods to monitor academic progress for English	This action is provided schoolwide because effective Multi-Tiered System of Supports (MTSS) implementation requires comprehensive assessment data for all students to identify those needing intervention, track growth patterns, and evaluate program effectiveness. Universal screening ensures that unduplicated students receive support within an inclusive system rather than through separate, potentially stigmatizing processes.	The metrics being used to monitor effectiveness: <ul style="list-style-type: none"> #1: CAASPP ELA Assessment: Distance from Standard (DFS) #2: CAASPP Math Assessment: Distance from Standard (DFS)

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Learners who comprise over 20% of the student population, particularly given the concerning decline in English Learner Progress Indicator performance from 49.4% to 41%. The school also needs robust data systems to track mathematics achievement, where students demonstrated a significant decline to -112.8 Distance from Standard, and to monitor progress toward college and career readiness goals where only 5.88% of students currently demonstrate college readiness in mathematics.</p> <p>Additionally, WAHS requires assessment systems that can effectively identify students needing Tier 2 and Tier 3 interventions within the Multi-Tiered System of Supports framework, ensuring timely and targeted academic support. The school needs data that enables teachers to adjust instructional strategies based on student performance evidence while supporting the evaluation of program effectiveness across the comprehensive educational initiatives outlined in Goal 1, including English Learner support programs, academic acceleration efforts, and social-emotional learning interventions.</p>	<p>Schoolwide implementation enables teachers to make informed instructional decisions that benefit entire classrooms while identifying specific students needing additional support. Complete data sets allow meaningful comparison analysis to identify achievement gaps and monitor progress toward closing them, particularly for English Learners, socioeconomically disadvantaged students, and students with disabilities.</p> <p>Additionally, comprehensive data collection meets state compliance requirements for all eligible students while generating actionable information that supports improved outcomes for unduplicated student groups within the context of high-quality instruction for all students. This approach ensures that differentiated support occurs naturally within general education programming rather than through isolated interventions.</p>	
Goal 1, Action 4	<p>WAHS has identified critical academic achievement gaps that require intensive intervention and accelerated learning opportunities, particularly in mathematics where student performance has declined significantly. The school received an "Orange" performance level for mathematics on the 2024 California School Dashboard, with an average Distance from Standard (DFS) of -112.8, representing a substantial 22.9-point decline from the previous</p>	<p>These academic supports including tutors, instructional aides, after-school tutoring, summer programming, and assistant principals serving as math coaches are provided schoolwide because comprehensive academic intervention benefits all students while ensuring unduplicated students receive support within inclusive, non-stigmatizing environments.</p> <p>The mathematics performance crisis affects the majority of students, with an overall DFS of -</p>	<p>The metrics being used to monitor effectiveness:</p> <ul style="list-style-type: none"> • #1: CAASPP ELA Assessment: Distance from Standard (DFS) • #2: CAASPP Math Assessment: Distance from Standard (DFS)

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>year and placing the school significantly below the state average of -47.6 DFS.</p> <p>The mathematics performance crisis affects all student populations but disproportionately impacts the school's most vulnerable learners. English Learners scored -175.9 DFS while Long-Term English Learners achieved -195.2 DFS, indicating that language acquisition challenges compound mathematical learning difficulties. Only 5.88% of students demonstrate college readiness in mathematics according to EAP results, with an additional 10.92% conditionally ready, revealing substantial gaps in post-secondary preparation.</p> <p>Beyond mathematics, the school needs comprehensive academic acceleration strategies to address learning recovery needs across all subject areas. Students require intensive support to master grade-level standards while simultaneously addressing foundational skill gaps that have accumulated over time. The diverse student population, including over 20% English Learners and significant numbers of socioeconomically disadvantaged students, needs differentiated instructional approaches that provide both remediation and acceleration within an inclusive educational framework.</p> <p>Additionally, WAHS has identified the need for expanded credit recovery options, summer programming, and bridge courses to ensure students can graduate on time while being prepared for post-secondary success. The school requires robust academic support systems including tutoring, vocabulary development across disciplines, and enhanced literacy instruction to address the interconnected nature of</p>	<p>112.8, making schoolwide intervention both necessary and efficient. When academic supports are available to all students, unduplicated students can access high-quality tutoring and coaching without being separated or labeled, promoting their engagement and reducing barriers to participation. This approach ensures that English Learners, socioeconomically disadvantaged students, and other vulnerable populations receive intensive support alongside peers, creating collaborative learning environments that benefit everyone.</p> <p>Schoolwide tutoring and instructional aide support allows for flexible grouping based on specific learning needs rather than demographic categories, enabling more targeted and effective intervention. Teachers and coaches can identify struggling students organically through classroom interactions and provide immediate support without bureaucratic barriers or stigmatization that might occur with targeted-only programs.</p> <p>Additionally, the assistant principals serving as math coaches can observe and support instruction across all classrooms, ensuring that evidence-based practices benefit all students while paying particular attention to the progress of unduplicated student groups. After-school and summer programming provided universally creates opportunities for peer learning and removes potential obstacles that might prevent unduplicated students from accessing support if programs were restricted to specific populations. This comprehensive approach ensures that unduplicated students receive intensive academic support while maintaining their access to grade-</p>	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	academic skills and provide students with multiple pathways to demonstrate mastery and achieve their educational goals.	level curriculum and peer interactions essential for academic and social development.	
Goal 1, Action 5	<p>WAHS has identified critical behavioral and social-emotional support needs driven by a dramatic increase in suspension rates from 0.4% to 2.1%, earning an "Orange" performance level on the 2024 California School Dashboard. This increase disproportionately affects vulnerable student populations, with English Learners experiencing 5.3% suspension rates, Long-Term English Learners at 6.3%, and Students with Disabilities at 3.1%.</p> <p>The school requires comprehensive social-emotional and behavioral intervention systems within the Multi-Tiered System of Supports framework to address underlying factors contributing to disciplinary incidents. Staffing challenges, including vacant Assistant Principal and Dean of Culture positions until mid-November 2024, created gaps in consistent behavioral support and restorative practices implementation.</p> <p>Students need access to mental health services, trauma-informed support, and social-emotional learning programming to address post-pandemic challenges and develop healthy coping strategies. The school requires systematic approaches to chronic absenteeism, positive behavior support systems, and culturally responsive disciplinary practices that address root causes of behavioral concerns while maintaining safe learning environments for all students.</p>	<p>These social-emotional and behavioral supports are provided schoolwide because creating a positive school climate and safe learning environment requires universal systems that benefit all students while particularly supporting unduplicated student groups who are disproportionately affected by disciplinary actions.</p> <p>Family Engagement Coordinator and Restorative Justice Training are implemented schoolwide because effective behavioral interventions require consistent approaches across all classrooms and staff interactions. When all staff receive restorative practice training, unduplicated students benefit from culturally responsive, relationship-centered discipline throughout their school experience rather than inconsistent responses that can perpetuate disparities.</p> <p>Hazel Health Mental Health Support is available to all students because mental health needs cross demographic boundaries, and universal access removes barriers and stigma that might prevent unduplicated students from seeking help. This approach ensures that English Learners, socioeconomically disadvantaged students, and others can access mental health services without being identified or isolated based on their demographic status.</p>	<p>The metrics being used to monitor effectiveness:</p> <ul style="list-style-type: none"> • #12: Chronic Absenteeism Rates • #15: Suspension Rate • #16 Expulsion Rate

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>PBIS Implementation functions most effectively as a schoolwide system because consistent behavior expectations and positive reinforcement across all settings create predictable, supportive environments that particularly benefit students who have experienced trauma or instability. Universal PBIS ensures that unduplicated students experience the same high expectations and support as all students while receiving additional targeted interventions as needed. This comprehensive approach addresses the root causes of the suspension rate increases while ensuring that vulnerable student populations receive support within inclusive, non-stigmatizing systems that promote belonging and academic engagement.</p>	
Goal 1, Action 6	<p>WAHS has identified the need to strengthen college and career readiness preparation for all students, particularly given low college readiness rates and the requirement to maintain recent gains in the College/Career Indicator. While the school improved from "LOW" to "GREEN" performance on the 2024 California School Dashboard, only 26.05% of students demonstrate college readiness in ELA and just 5.88% in mathematics according to EAP results.</p> <p>The school serves a diverse population where many students are first-generation college-goers who require comprehensive support to navigate post-secondary pathways. Students need access to college exploration opportunities, career technical education pathways, dual enrollment programs, and individualized guidance to develop realistic</p>	<p>This action is provided schoolwide because college and career readiness requires comprehensive cultural shifts and universal access to opportunities that particularly benefit unduplicated students who may lack social capital and family experience with post-secondary pathways.</p> <p>Universal College and Career Readiness Programming ensures that all students, including first-generation college-goers and English Learners, receive systematic exposure to post-secondary options without being identified or separated based on demographic status. When college-going expectations are embedded throughout the school culture, unduplicated students benefit from peer networks and</p>	<p>The metrics being used to monitor effectiveness:</p> <ul style="list-style-type: none"> • #6: % students: A-G completion rate • #3: % students' college ready measured by Math EAP. Source: • #4: % students' college ready measured by ELA EAP. Source:

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>post-secondary plans aligned with their interests and abilities.</p> <p>Additionally, WAHS requires systematic college and career readiness programming that addresses the unique needs of English Learners, socioeconomically disadvantaged students, and other unduplicated populations who may face additional barriers to post-secondary success. The school needs to maintain graduation rates at 94.8% while ensuring graduates are truly prepared for college and career opportunities through comprehensive academic planning, financial aid guidance, and exposure to diverse post-secondary options.</p> <p>The college-going culture must be embedded throughout the educational experience to ensure all students develop the academic skills, social capital, and self-efficacy necessary for post-secondary success.</p>	<p>normalized expectations that support their aspirations.</p> <p>Reduced College & Career Advisor Caseloads (150:1) enable individualized guidance for all students while ensuring unduplicated populations receive intensive support for navigating complex college application, financial aid, and career planning processes. This universal approach prevents unduplicated students from being stigmatized while guaranteeing they receive necessary support.</p> <p>CTE Pathway Benefits are particularly significant for unduplicated students because they provide multiple pathways to post-secondary success beyond traditional four-year college routes. Arts, Media & Entertainment pathways in Graphic Design and Digital Media offer students practical skills, industry certifications, and direct employment opportunities while maintaining college preparation options. CTE programs help students see immediate relevance in their education, increasing engagement and providing alternative routes to economic mobility. Universal access to Advanced Placement, dual enrollment, college visits, and MESA programming ensures that unduplicated students have equal opportunities to develop college readiness skills and social capital, while CTE pathways provide career-focused alternatives that respect diverse student interests and strengthen the local workforce.</p>	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 7	<p>WAHS has identified significant academic support needs for Students with Disabilities (SWD) who demonstrate persistent achievement gaps and face barriers to accessing grade-level curriculum. Students with Disabilities experienced a 3.1% suspension rate, higher than the overall school rate of 2.1%, indicating that academic and behavioral challenges are interconnected and require comprehensive intervention.</p> <p>The school requires enhanced special education services that ensure Students with Disabilities receive appropriate accommodations, modifications, and specialized instruction aligned with their Individualized Education Programs (IEPs) while maintaining access to grade-level content. Many SWD need coordinated support between Resource Specialist Teachers and general education staff through effective co-teaching models and systematic progress monitoring.</p> <p>Additionally, WAHS needs comprehensive professional development for all staff on implementing IEP accommodations, evidence-based instructional strategies, and data-driven approaches that address both academic and behavioral needs of students with diverse learning disabilities within inclusive educational environments.</p>	<p>These special education supports are provided schoolwide because Students with Disabilities are served primarily in inclusive general education classrooms alongside all students, requiring universal systems that support diverse learners while ensuring specialized services for those with IEPs.</p> <p>Instructional Aides are deployed schoolwide because Students with Disabilities benefit from support within inclusive classrooms rather than being removed or isolated. When aides work across all classrooms, they can provide discrete assistance to SWD while supporting other struggling learners, including English Learners and socioeconomically disadvantaged students who may have unidentified learning needs or require additional academic support.</p> <p>SPED Inclusion Coach serves all teachers schoolwide because effective inclusive education requires that general education teachers have the skills to support Students with Disabilities alongside their peers. This coaching benefits all students by improving instructional practices, differentiation strategies, and classroom management techniques that support diverse learners, while ensuring SWD receive appropriate accommodations within the general education curriculum.</p> <p>Counselor support is provided schoolwide because early identification and intervention prevent academic and behavioral challenges from escalating for all students. Universal access to counseling services allows Students with Disabilities to receive support without</p>	<p>The metrics being used to monitor effectiveness:</p> <ul style="list-style-type: none"> • #1: CAASPP ELA Assessment: Distance from Standard (DFS) for SWD • #2: CAASPP Math Assessment: Distance from Standard (DFS) for SWD

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>stigmatization while enabling identification of other students who may need evaluation for special education services or mental health support.</p> <p>This inclusive approach ensures that Students with Disabilities receive specialized support within environments where they can learn alongside peers, while creating systematic supports that benefit all students and promote a culture of acceptance and academic success for diverse learners.</p>	
Goal 2, Action 1	<p>WAHS has identified critical needs for comprehensive professional development and instructional coaching to address declining teacher retention, gaps in instructional capacity, and inconsistent implementation of state standards. The percentage of fully credentialed and appropriately assigned teachers declined significantly from 88.7% to 76.3%, creating urgent needs for enhanced support systems and professional growth opportunities.</p> <p>The school requires intensive summer professional development to build teacher capacity before the school year begins, particularly given staffing transitions and the need to onboard new educators effectively. Key instructional coaching positions, including Literacy and Math Instructional Coaches, remain vacant, necessitating that the Principal and other administrators assume coaching responsibilities to maintain instructional support and professional development programming.</p> <p>Additionally, WAHS needs an extended school year of 180 instructional days (exceeding the state</p>	<p>This action is provided schoolwide because high-quality instruction and teacher retention benefit all students while particularly supporting unduplicated student groups who are most impacted by instructional inconsistencies and staff turnover. When all teachers receive comprehensive professional development and coaching, unduplicated students experience consistent, evidence-based instruction across all classrooms rather than uneven quality that can perpetuate achievement gaps.</p> <p>Extended School Year and Professional Development ensure that all students receive additional learning time while teachers develop capacity to serve diverse learners effectively. Universal implementation prevents unduplicated students from being isolated in separate programs while guaranteeing they benefit from enhanced instructional practices throughout their educational experience.</p>	<p>The metrics being used to monitor effectiveness:</p> <ul style="list-style-type: none"> • #21: Implementation of the State Academic content & performance standards for all students & enable ELs access. • #1: CAASPP ELA Assessment: Distance from Standard (DFS) • #2: CAASPP Math Assessment: Distance from Standard (DFS)

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>requirement of 175 days) to provide students with additional learning time while creating more opportunities for embedded professional development throughout the academic year. The extended calendar allows for sustained professional learning through weekly development sessions and dedicated non-instructional days focused on curriculum planning, data analysis, and instructional improvement.</p> <p>The school requires systematic professional development that addresses state standards implementation, differentiated instruction for diverse learners, and evidence-based teaching practices, while retention bonuses are needed to maintain instructional continuity and prevent further staffing disruptions that negatively impact student learning and school climate.</p>	<p>Retention Bonuses and Administrative Coaching maintain staffing stability that particularly benefits English Learners, socioeconomically disadvantaged students, and Students with Disabilities who require consistent relationships and specialized instructional approaches. When experienced, well-trained teachers remain in all classrooms, unduplicated students avoid the disruption and lower expectations that often accompany high teacher turnover.</p> <p>This comprehensive approach ensures that unduplicated students receive instruction from qualified, supported educators within inclusive environments while building systemic capacity that benefits the entire learning community.</p>	

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1, Action 1	WAHS has identified critical needs for comprehensive English Learner support services driven by significant declines in English language acquisition progress. The English Learner Progress Indicator (ELPI) dropped dramatically from 49.4% to 41%, earning an "Orange" performance level on the 2024 California School Dashboard and falling	The addition of an ELD Instructional Coach directly addresses the identified English Learner performance declines by providing specialized expertise and systematic support that was previously lacking. The ELD Instructional Coach will lead comprehensive professional development focused on ELD Standards and evidence-based	<p>The metrics being used to monitor effectiveness:</p> <ul style="list-style-type: none"> #7: % EL who made progress towards English Language Proficiency

	<p>below the state average of 45.7%. This represents an 8.4 percentage point decrease that affects over 20% of the student population who are English Learners.</p> <p>The school requires enhanced designated English Language Development (ELD) instruction that addresses specific proficiency needs, as analysis revealed that Level 3 students struggle significantly with reading comprehension, averaging only 14 out of 26 points on reading subtests. Level 1 students demonstrate substantial challenges with speaking and listening components that account for more than half of the total ELPAC score. Additionally, WAHS needs comprehensive ELD instructional coaching and professional development to build teacher capacity for implementing evidence-based language acquisition strategies across all content areas. The school requires systematic performance monitoring systems to track individual student progress toward English language proficiency and reclassification, along with appropriate curriculum resources including USA Learns for newcomers and Language Live for comprehensive language development.</p> <p>The school has established an internal growth goal of 55% student level improvements to achieve "Blue" performance on the 2025 California School Dashboard, requiring intensive, targeted interventions that address both oral language development and academic reading comprehension skills essential for English Learner success.</p>	<p>strategies, building teacher capacity to support English Learners across all subject areas rather than limiting language development to isolated ELD classes.</p> <p>The coach will teach designated ELD courses while modeling best practices for other educators, ensuring that Level 1 students receive intensive speaking and listening instruction and Level 3 students get targeted reading comprehension support identified as critical gaps. This dual role allows for immediate student impact while building broader instructional capacity throughout the school.</p> <p>Additionally, the ELD Instructional Coach will implement systematic performance monitoring and tracking systems to ensure English Learners make measurable progress toward language proficiency and reclassification. The coach will oversee the implementation of appropriate curricula including USA Learns for newcomers and Language Live for comprehensive development, ensuring evidence-based resources are used effectively.</p> <p>Most importantly, the coach will provide ongoing support and coaching to teachers implementing integrated ELD strategies, ensuring that English Learners receive consistent, high-quality language development support throughout their academic day rather than only during designated ELD periods. This comprehensive approach directly targets the school's goal of achieving 55% student level improvements to reach "Blue" performance on the California School Dashboard.</p>	<ul style="list-style-type: none"> • #8: % students English Language Proficiency for Summative ELPAC • #9: Reclassification Rate
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not applicable

Additional Concentration Grant Funding

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.

Wallis Annenberg High School will use additional concentration grant add-on funds to fund Academic Tutors and Instructional Aides to provide tutoring during the instructional day. (Goal 1, Action 4)

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	Not applicable to charter schools	Not applicable to charter schools
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 6,667,898.38	\$ 6,901,855.39

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	STRENGTHENING EL PROGRAM & SERVICES	Yes	\$ 142,778	\$ 157,488
1	2	SUPPORTING LONG-TERM ENGLISH LEARNER (LtEL) NEEDS	Yes	\$ 20,000	\$ 20,000
1	3	MEASURING STUDENT PROGRESS – ASSESSMENTS	No	\$ 4,300	\$ 4,300
1	4	ACCELERATING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	\$ 640,287	\$ 660,296
1	5	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	\$ 559,938	\$ 515,417
1	6	PROMOTING A COLLEGE-GOING CULTURE	Yes	\$ 736,197	\$ 756,947
1	7	SERVICES TO SUPPORT SWD	No	\$ 737,371	\$ 639,584
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	No	\$ 2,323,108	\$ 2,390,657
2	2	PROFESSIONAL DEVELOPMENT	Yes	\$ 480,617	\$ 670,991
2	3	CORE CURRICULAR PROGRAM NEEDS	No	\$ 55,000	\$ 57,000
2	4	CLOSING THE DIGITAL DIVIDE	No	\$ 319,617	\$ 379,206
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	No	\$ 453,424	\$ 389,769
3	2	PARENT INPUT IN DECISION-MAKING	No	\$ -	\$ -
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	No	\$ 24,000	\$ 24,000
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITY	No	\$ 171,262	\$ 236,200

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 2,203,146	\$ 2,192,207	\$ 2,203,146	\$ (10,939)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	STRENGTHENING EL PROGRAM & SERVICES	Yes	\$ 142,778	\$ 157,448.00	0.000%	0.000%
1	2	SUPPORTING LONG-TERM ENGLISH LEARNER (LTEL) NEEDS	Yes	\$ 20,000	\$ 20,000.00	0.000%	0.000%
1	4	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	\$ 621,277	\$ 660,296.00	0.000%	0.000%
1	5	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	\$ 301,945	\$ 301,945.00	0.000%	0.000%
1	6	PROMOTING A COLLEGE-GOING CULTURE	Yes	\$ 736,197	\$ 756,947.00	0.000%	0.000%
2	2	PROFESSIONAL DEVELOPMENT	Yes	\$ 370,009	\$ 306,510.00	0.000%	0.000%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 5,604,757	\$ 2,203,146	0.000%	39.309%	\$ 2,203,146	0.000%	39.309%	\$0.00 - No Carryover	0.00% - No Carryover

2025-26 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-26	\$ 5,687,265	\$ 2,257,731	39.698%	0.000%	39.698%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 5,595,410	\$ 1,606,301	\$ 617,282	\$ 355,921	\$ 8,174,913.81	\$ 5,722,260	\$ 2,452,654

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non- personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	STRENGTHENING EL PROGRAM & SERVICES	English Learners	Yes	Schoolwide	English Learners	WAHS	2025-26	\$ 160,448	\$ -	\$ 160,448	\$ -	\$ -	\$ -	\$ 160,448	0.000%
1	2	SUPPORTING LONG-TERM ENGLISH LEARNER (LTEL) NEEDS	All	No					\$ -	\$ 39,383	\$ -	\$ 39,383	\$ -	\$ -	\$ 39,383	0.000%
1	3	MEASURING STUDENT PROGRESS – ASSESSMENTS	All	Yes	Schoolwide	All	WAHS	2025-26	\$ 51,227	\$ 148,000	\$ 168,205	\$ 31,022	\$ -	\$ -	\$ 199,227	0.000%
1	4	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	Yes	Schoolwide	All	WAHS	2025-26	\$ 473,721	\$ 606,570	\$ 518,445	\$ 561,846	\$ -	\$ -	\$ 1,080,292	0.000%
1	5	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	Yes	Schoolwide	All	WAHS	2025-26	\$ 363,477	\$ 120,712	\$ 280,642	\$ -	\$ -	\$ 203,547	\$ 484,189	0.000%
1	6	PROMOTING A COLLEGE-GOING CULTURE	All	Yes	Schoolwide	All	WAHS	2025-26	\$ 669,646	\$ 62,800	\$ 732,446	\$ -	\$ -	\$ -	\$ 732,446	0.000%
1	7	SERVICES TO SUPPORT SWD	SWD	No					\$ 624,708	\$ 230,411	\$ 294,859	\$ 444,548	\$ -	\$ 115,712	\$ 855,119	0.000%
1	7	SERVICES TO SUPPORT SWD	SWD	Yes	Schoolwide	All	WAHS	2025-26	\$ 227,033	\$ -	\$ 227,033	\$ -	\$ -	\$ -	\$ 227,033	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	No					\$ 2,553,742	\$ -	\$ 2,345,209	\$ 208,533	\$ -	\$ -	\$ 2,553,742	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	Yes	Schoolwide	All	WAHS	2025-26	\$ 170,511	\$ -	\$ 170,511	\$ -	\$ -	\$ -	\$ 170,511	0.000%
2	2	PROFESSIONAL DEVELOPMENT	All	No					\$ 138,219	\$ 744,903	\$ 80,541	\$ 165,299	\$ 617,282	\$ 20,000	\$ 883,122	0.000%
2	3	CORE CURRICULAR PROGRAM NEEDS	All	No					\$ -	\$ 74,300	\$ 74,300	\$ -	\$ -	\$ -	\$ 74,300	0.000%
2	4	CLOSING THE DIGITAL DIVIDE	All	No					\$ 65,809	\$ 213,167	\$ 262,314	\$ -	\$ -	\$ 16,662	\$ 278,976	0.000%
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	All	No					\$ 175,208	\$ 136,830	\$ 156,368	\$ 155,669	\$ -	\$ -	\$ 312,038	0.000%
3	2	PARENT INPUT IN DECISION-MAKING	All	No					\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	All	No					\$ -	\$ 27,645	\$ 27,645	\$ -	\$ -	\$ -	\$ 27,645	0.000%
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITY	All	No					\$ 48,510	\$ 47,933	\$ 96,443	\$ -	\$ -	\$ -	\$ 96,443	0.000%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 5,687,265	\$ 2,257,731	39.698%	0.000%	39.698%	\$ 2,257,731	0.000%	39.698%	Total:	\$ 2,257,731
								LEA-wide Total:	\$ -
								Limited Total:	\$ -
								Schoolwide Total:	\$ 2,257,731

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	STRENGTHENING EL PROGRAM & SER	Yes	Schoolwide	English Learners	WAHS	\$ 160,448	0.000%
1	3	MEASURING STUDENT PROGRESS – A	Yes	Schoolwide	All	WAHS	\$ 168,205	0.000%
1	4	ADDRESSING ACADEMIC NEEDS TO AC	Yes	Schoolwide	All	WAHS	\$ 518,445	0.000%
1	5	ADDRESSING SOCIAL-EMOTIONAL & BE	Yes	Schoolwide	All	WAHS	\$ 280,642	0.000%
1	6	PROMOTING A COLLEGE-GOING CULTI	Yes	Schoolwide	All	WAHS	\$ 732,446	0.000%
1	7	SERVICES TO SUPPORT SWD	Yes	Schoolwide	All	WAHS	\$ 227,033	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT	Yes	Schoolwide	All	WAHS	\$ 170,511	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

- **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

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

Schools Identified

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

- Identify the schools within the LEA that have been identified for 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.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none">• Enter the metric number.
Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

- As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
 - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
 - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
 - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

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

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on

an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

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

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section

15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to

students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the

Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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