

Wallis Annenberg High

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Rebecca Handzel, Principal

Principal, Wallis Annenberg High

About Our School

Contact

Wallis Annenberg High
4000 South Main St.
Los Angeles, CA 90037-1022

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E-mail: rhandzel@accelerated.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Austin Beutner
E-mail Address	austin.beutner@lausd.net
Web Site	www.lausd.net

School Contact Information (School Year 2018—19)	
School Name	Wallis Annenberg High
Street	4000 South Main St.
City, State, Zip	Los Angeles, Ca, 90037-1022
Phone Number	323-235-6343
Principal	Rebecca Handzel, Principal
E-mail Address	rhandzel@accelerated.org
Web Site	http://accelerated.org
County-District-School (CDS) Code	19647330100750

Last updated: 1/22/2019

School Description and Mission Statement (School Year 2018—19)

Wallis Annenberg High School, (WAHS) previously known as the Accelerated Charter High School, is a comprehensive school located just south of downtown Los Angeles near the University of Southern California. The school serves approximately 480 primarily Hispanic/Latino and African-American students in grades 9-12.

Johnathan Williams and Kevin Sved founded The Accelerated School (TAS), initially a K-4 school, in 1994. TAS was the first charter school in South Los Angeles and has maintained a reputation as an engaging environment for children to develop academically as well as socially and emotionally. The initial school opened with a \$250,000 start-up grant and rented space in a church in order to house its forty students. From this humble beginning, TAS grew first to a K-8 school and then expanded to include Wallis Annenberg High School as well as the Keck preschool program and Accelerated Charter Elementary School (ACES), a dual language immersion elementary program. Today, The Accelerated Schools serve approximately 1700 children and their families.

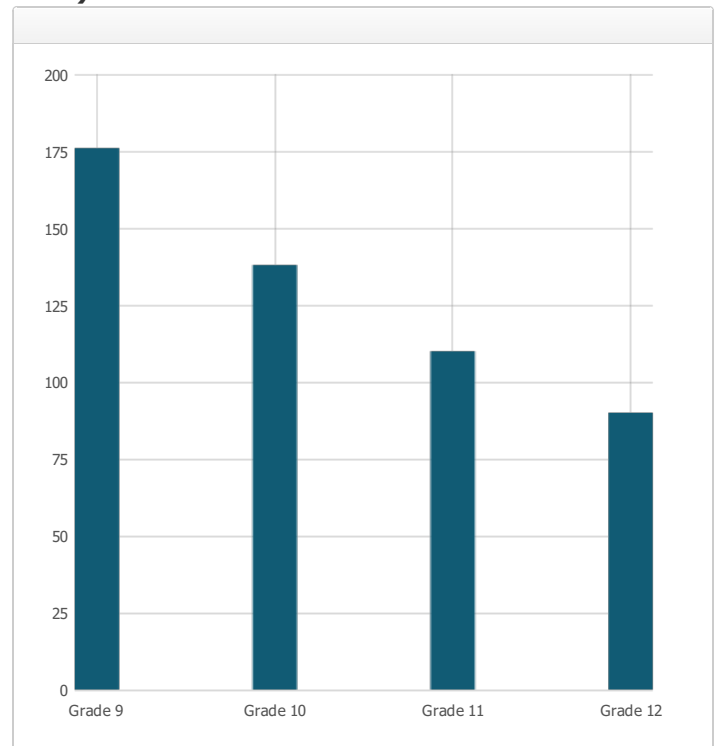
WAHS is located in one of the densest areas in Los Angeles with a population of 148,653 within 7.63 square miles, averaging 19,356 persons per a square mile. Nearly half of the residents receive some form of public assistance (Calworks 27%/General Relief-8%) and have less than a 9th grade education. The school is located in the inner city, which is densely populated and is economically impacted by its high unemployment rates, low incomes, and few viable businesses. Economic distress is evident throughout the neighborhood as gang activity, active drug dealing, significant numbers of single parent households, lack of affordable housing and abandoned businesses are common. Set within an urban empowerment zone just south of downtown Los Angeles, the majority of the families are considered "working poor" by most standards. The economy relies heavily on low wage industries and service jobs. WAHS addresses these challenges by preparing its graduates to transcend the obstacles of the environment and lead fulfilling lives of dignity. WAHS began 2003-04 with 37 students in 9th grade and has added one grade level per year. WAHS graduated its first senior class in 2006-2007. Reaching capacity, WAHS will continue to serve a total student population of 480.

The staff, students, and parent community of The Accelerated Schools are committed to a high standard of academics and character education. We are proud of our academic success and continue to encourage high academic achievement and positive social behavior.

Last updated: 1/22/2019

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Grade 9	176
Grade 10	138
Grade 11	110
Grade 12	90
Total Enrollment	514



Last updated: 1/22/2019

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	5.4 %
American Indian or Alaska Native	%
Asian	0.2 %
Filipino	0.4 %
Hispanic or Latino	93.6 %
Native Hawaiian or Pacific Islander	%
White	%
Two or More Races	0.4 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	97.7 %
English Learners	16.4 %
Students with Disabilities	12.3 %
Foster Youth	0.6 %

A. Conditions of Learning

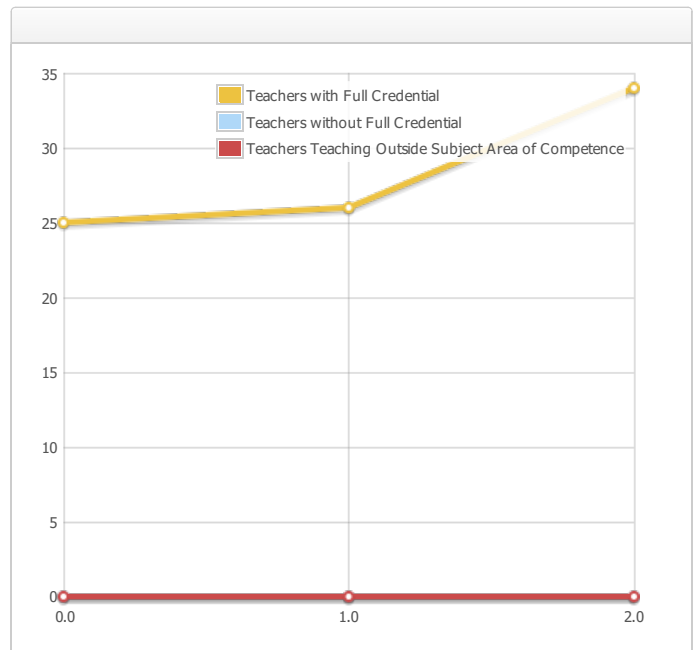
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

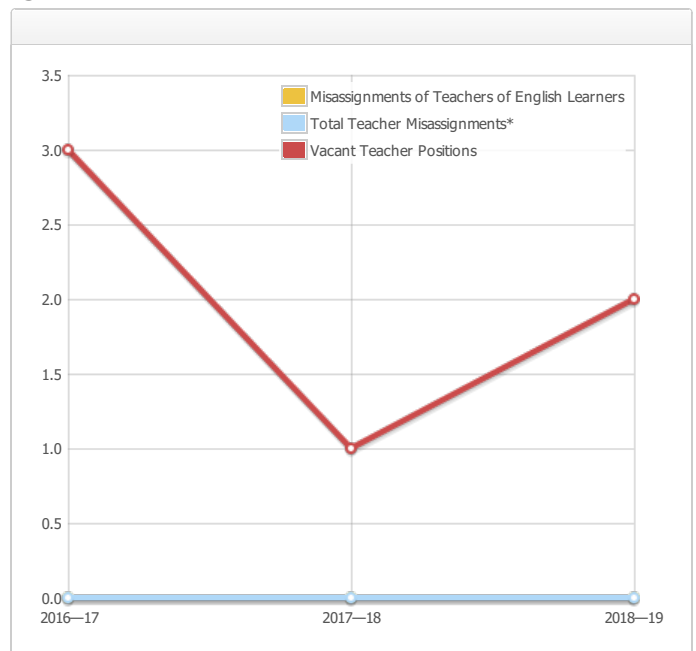
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	25	26	34	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/22/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	3	1	2



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/22/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: January 2019

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McDougal Littell - However, we are going through the process of adopting new English/Language Arts Textbooks.	No	0.0 %
Mathematics	CPM	Yes	0.0 %
Science	Glencoe/Holt - However, this year, we will be adopting new Science Textbooks in preparation for NGSS.	No	0.0 %
History-Social Science	Glencoe - However, we are going through the adoption process and will be adopting new History/Social Science Textbooks.	No	0.0 %
Foreign Language	En Espanol	Yes	0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	Glencoe	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/22/2019

School Facility Conditions and Planned Improvements

Our facility is well-maintained due to the efforts of the custodial and maintenance team lead by our Facilities Director. Any needed repairs are completed by the facility staff or outside contractors, as necessary. All areas of the campus are inspected on an ongoing basis. The school also conducts semi-annual maintenance projects such as painting, waxing floors, cleaning carpets and deep cleaning of classrooms.

Last updated: 1/22/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2019

Overall Rating	Good
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Last updated: 1/22/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	65.0%	70.0%	40.0%	43.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	30.0%	17.0%	30.0%	32.0%	37.0%	38.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/22/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	94	92	97.87%	69.57%
Male	41	39	95.12%	64.10%
Female	53	53	100.00%	73.58%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	88	86	97.73%	72.09%
Native Hawaiian or Pacific Islander				
White				
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	91	89	97.80%	69.66%
English Learners	15	15	100.00%	26.67%
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/22/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	94	93	98.94%	17.20%
Male	41	40	97.56%	20.00%
Female	53	53	100.00%	15.09%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	88	87	98.86%	18.39%
Native Hawaiian or Pacific Islander				
White				
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	91	90	98.90%	16.67%
English Learners	15	15	100.00%	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/22/2019

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/22/2019

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	99.4%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	100.0%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	19.4%	29.0%	16.1%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/22/2019

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

Parent meetings are held during which the families are provided with updates on academic progress, information regarding curriculum and assessments as well as any new or changing programs.

Coffee with the Principal meetings are held to provide more detailed information on requested topics such as safety, CAASPP results, health, or academic intervention. After the presentations are delivered the forum is opened up for a question and answer session.

Parents are encouraged to become part of the school environment through volunteering. Opportunities exist for parents to participate both in and out of the classroom environments. WAHS has a vibrant culture of volunteerism and parents can be found on campus each day.

Both the School Based Council and English Learner Advisory Committee are parent groups where the participants either make decisions about or advise the school administration on categorical programs.

Parents are invited to Back to School Night each Fall so that they can experience first hand what their children have to look forward to each day. Parents are asked to spend time in each of a student's classrooms and follow a bell schedule. Each classroom teacher gives a brief presentation consisting of an overview of curricular content as well as expectations for completing a course successfully.

At the end of Spring Semester Parents are invited to attend Open House. Again Parents are asked to follow their student's class schedule so that they can view all of the hard work each child has put into their courses.

State Priority: Pupil Engagement

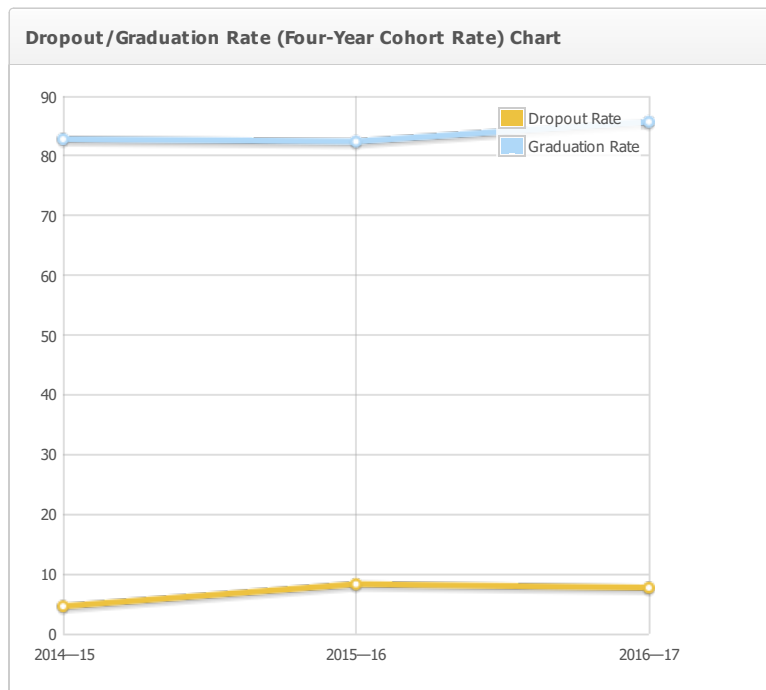
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	4.6%	8.3%	16.7%	13.7%	10.7%	9.7%
Graduation Rate	82.8%	82.4%	72.2%	77.3%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	7.7%	10.8%	9.1%
Graduation Rate	85.7%	79.7%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/22/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	92.2%	88.5%	88.7%
Black or African American	66.7%	85.3%	82.2%
American Indian or Alaska Native	0.0%	79.8%	82.8%
Asian	0.0%	91.6%	94.9%
Filipino	100.0%	90.8%	93.5%
Hispanic or Latino	94.0%	88.9%	86.5%
Native Hawaiian or Pacific Islander	0.0%	93.1%	88.6%
White	0.0%	87.8%	92.1%
Two or More Races	0.0%	89.5%	91.2%
Socioeconomically Disadvantaged	93.1%	86.8%	88.6%
English Learners	87.5%	43.1%	56.7%
Students with Disabilities	75.0%	61.6%	67.1%
Foster Youth	0.0%	84.7%	74.1%

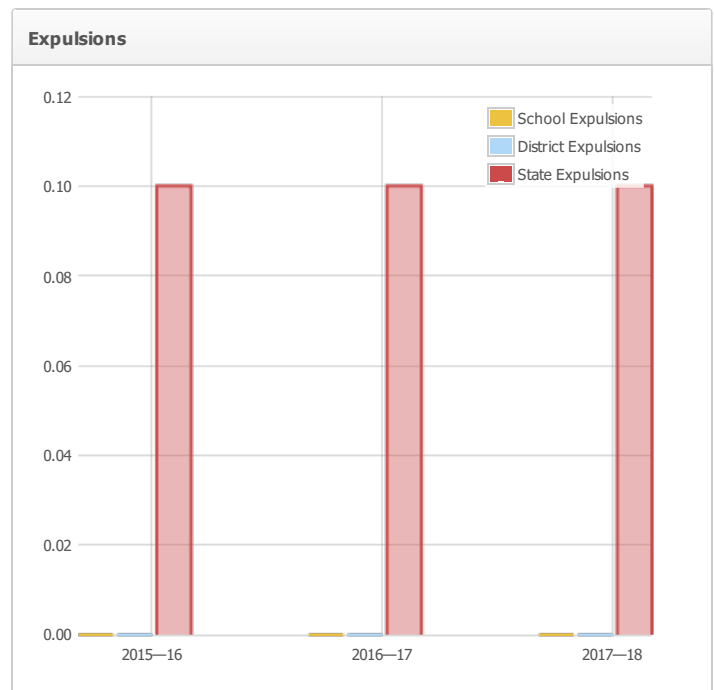
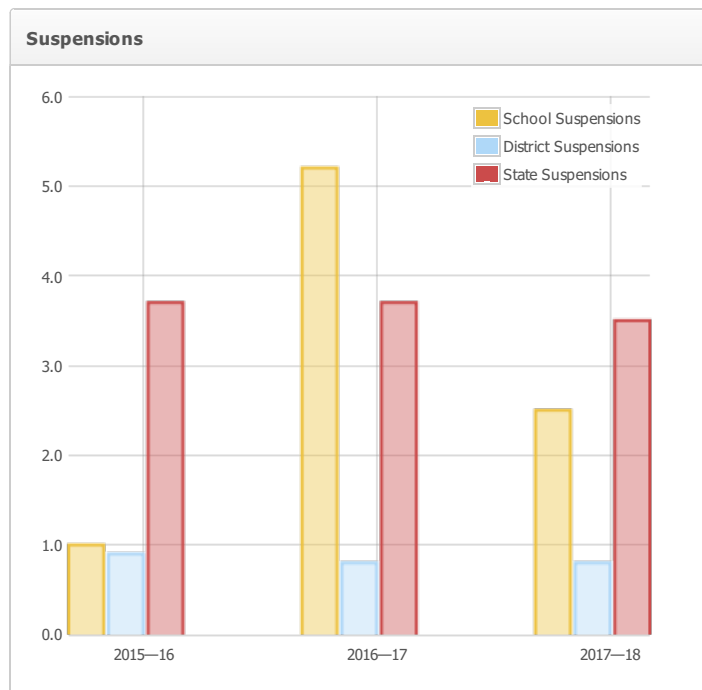
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	1.0%	5.2%	2.5%	0.9%	0.8%	0.8%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/22/2019

School Safety Plan (School Year 2018—19)

WAHS updates its School Safety Plan on a yearly basis. Disaster drills are practiced on a monthly basis and the campus participates in the Great Shake out each October along with the rest of the state.

The school safety and security team are in constant communication with administration and local law enforcement. In the event of any unforeseen situation on campus, parents are notified through the RoboCall system. Emergency supplies are refreshed as needed and campus facilities staff ensures that they are in compliance and accessible at a moment's notice.

The campus Health Services Coordinator provides ongoing trainings for the entire staff on topics such as Glucagon administration and EpiPen usage. Each year the safety plan is presented to the school's governing board for approval. Parents are also updated on the safe school plan during a school wide parent meeting. Copies are provided in the front office and the plan is also posted on the school's website. The school staff is updated as well at a faculty meeting.

School Discipline Policy

At WAHS we believe that discipline is not about punishment, but rather about behavior redirection and the development of personal responsibility. Students experience various developmental stages during the growing years. The school community is an informed community which cultivates among its staff, an understanding of age appropriate behaviors. In order to support personal responsibility and positive social interactions school-wide, WAHS has developed a schoolwide plan for positive discipline and support which includes Restorative Justice practices. Together, students, staff and families will build a foundation that students will need in order to function harmoniously throughout the school day with their peers and teachers. The effectiveness of the school-wide plan requires the participation and support of all staff members. In order for this philosophy to be truly effective, there must be continuity between the school and home environment.

Statement and Purpose

"We in the WAHS community commit to creating a safe school where behavioral expectations are understood and followed. We foster a community of trust and mutual respect for self and others so that power learning will take place."

Components of WAHS School-Wide Plan for Proactive Behavior Support

With the understanding that individual behavior has both personal and public outcomes, we have developed this proactive support policy to facilitate a common understanding among our school community that includes goals and responsibilities for success. The policy includes key elements that staff will implement to support positive behaviors. Those behaviors include but are not limited to the following Guiding Principles and Clear Expectations for student behavior:

- Effective Classroom Management and explicit teaching of social skills
- Interventions with partnerships between the faculty, students, and families
- Reasonable and Appropriate consequences for negative behaviors
- Consistent Acknowledgement of appropriate Behaviors

Last updated: 1/22/2019

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	23.0	10	22	1
Mathematics	23.0	14	13	6
Science	25.0	7	7	6
Social Science	22.0	7	8	1

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	26.0	6	10	4
Mathematics	20.0	17	7	1
Science	27.0	8	6	6
Social Science	23.0	6	7	2

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	25.0	5	12	3
Mathematics	21.0	14	10	
Science	27.0	4	8	3
Social Science	23.0	7	6	2

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/22/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	3.0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/22/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8692.0	\$3699.0	\$4994.0	\$52781.0
District	N/A	N/A	--	\$72781.0
Percent Difference – School Site and District	N/A	N/A	-27.5%	--
State	N/A	N/A	\$7125.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/24/2019

Types of Services Funded (Fiscal Year 2017—18)

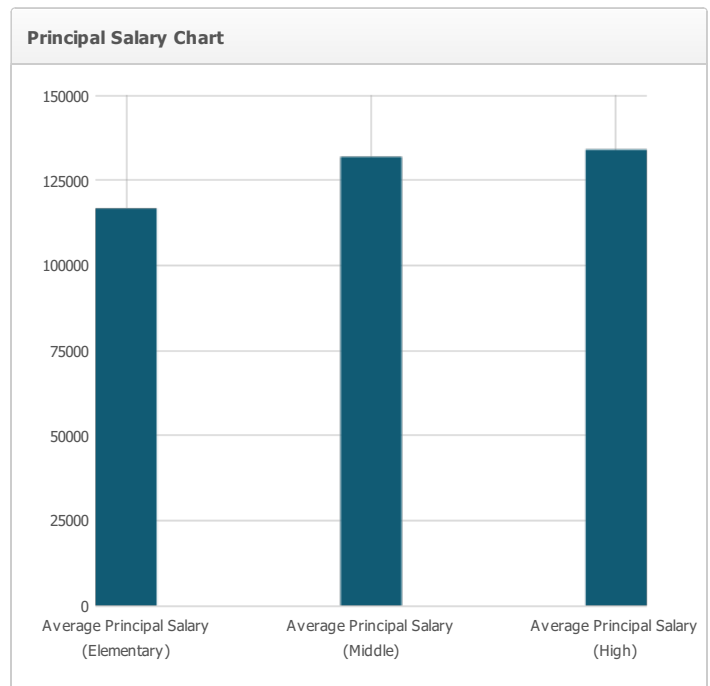
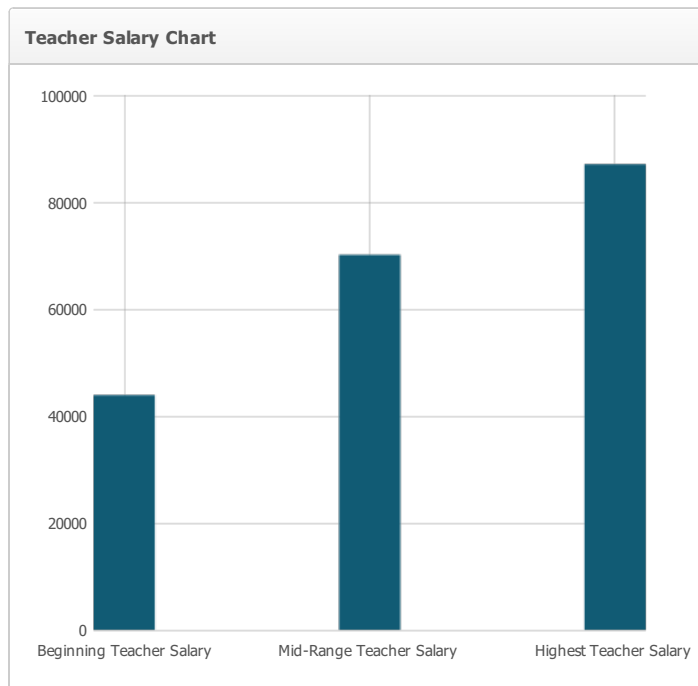
WAHS financed SAT prep for all Juniors, AP training for teachers, APEX credit recovery program, additional online educational software licenses, additional educational services for all eligible students and English Language Development training for teachers in preparation for the ELPAC assessment.

Last updated: 1/22/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$47,903
Mid-Range Teacher Salary	\$70,141	\$74,481
Highest Teacher Salary	\$87,085	\$98,269
Average Principal Salary (Elementary)	\$116,726	\$123,495
Average Principal Salary (Middle)	\$131,879	\$129,482
Average Principal Salary (High)	\$133,989	\$142,414
Superintendent Salary	\$350,000	\$271,429
Percent of Budget for Teacher Salaries	31.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/> .



Last updated: 1/22/2019

Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	2	N/A
Mathematics	2	N/A
Science	0	N/A
Social Science	1	N/A
All Courses	7	19.5%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 1/22/2019

Professional Development

Wallis Annenberg High School has a total of ten full days of staff development annually. In addition WAHS holds staff development on a weekly basis for a total of eight hours a month. Staff development is focused on improving pedagogical practices, data analysis, progress monitoring and interventions.

Last updated: 1/22/2019