

School Accountability Report Card

Reported Using Data from the 2019–2020 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/fg/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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Rosie Hoang, Principal

- Principal, Wallis Annenberg High

About Our School

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.

Dr. Rosie Hoang comes to WAHS with more than 25 years of experience in education. Rosie spent eight years as a secondary history-social science teacher, six years as a school counselor, and more than 10 years as an administrator overseeing assessment, evaluation, and testing departments in districts within Southern California.

Rosie graduated with a bachelor's degree in History from UCLA, and her Teaching Credential and School Administration and Counseling Credential from CSU Dominguez Hills, and doctorate degree in K-12 Leadership from the University of Southern California (USC).

In addition to her education and experience, Rosie was selected for her passion to propel our WAHS students to college and beyond being a first-generation college graduate herself. She is committed to partnering with faculty, staff and parents at WAHS to elevate our academic program to greater heights.

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.

Principal's Comment

I am thrilled to be joining the WAHS community, a diverse, energetic and thoughtful group of hard-working administrators, teachers and students. This school is an incredible place to grow and learn for students and staff alike.

While the overarching goals of WAHS is to prepare all students to succeed in college and beyond, we also focus on creating a welcoming, hands-on environment to foster innovation and spark creativity. Our philosophy revolves around the idea of active learning—students are challenged daily to grapple with problems and collaborate to find solutions. This is a powerful guiding principle, and one we believe teaches students the skills necessary to succeed while also giving them the confidence and resilience to take risks.

We are teaching students to become active global citizens, ready to take on a life and a career in the 21st century.

I am honored to be a part of this wonderful community and look forward to working with you all through

Contact

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

Phone: 323-235-6343

Email: rhoang@accelerated.org

About This School

Contact Information (School Year 2020–2021)

District Name

Los Angeles Unified

Phone Number

(213) 241-1000

Superintendent

Austin Beutner

Email Address

austin.beutner@lausd.net

Website

www.lausd.net

School Name

Wallis Annenberg High

Street

4000 South Main St.

City, State, Zip

Los Angeles, Ca, 90037-1022

Phone Number

323-235-6343

Principal

Rosie Hoang, Principal

Email Address

rhoang@accelerated.org

Website

<http://accelerated.org>

County-District-School (CDS) Code

19647330100750

Last updated: 2/2/2021

School Description and Mission Statement (School Year 2020–2021)

For more than 25 years, The Accelerated Schools have embraced a commitment to academic excellence and achievement guided by the belief that all students can excel when nurtured in a school environment that combines high expectations for students, and active involvement from parents and the community.

Wallis Annenberg High School prepares students with the foundational knowledge, tools and skills needed to be productive, engaged citizens and lifelong learners. Our goal is to instill from an early age the important academic and character strengths that will help them succeed in college, career and life.

We believe WAHS enriches the lives of students and their families through a mix of academic, cultural, and community-focused programming and has been instrumental in transforming the South Los Angeles community.

Mission Statement: 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.

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

2020-21 school year: Each teacher begins their day with 30 minutes of socioemotional learning. This instructional block was added specifically as a result of Distance Learning as the WAHS administration and staff recognized the critical importance of socioemotional learning during distance learning where students are not able to interact as frequently with their peers as they would, Pre-COVID. This is a newly added instructional block, and the delivery will vary across grade levels, and will focus on:

- Mindfulness - students are learning new skills such as deep breathing or meditation and spending time practicing that skill. Students may also learn new physical exercises or activities to stimulate their brain or focus.
- Culture Building Activity – teachers are utilizing community circles, virtual journaling, world check-ins, story building

We will continue to engage all stakeholders by maintaining consistent communication between school and home via email, social media, robocalls, and websites. We will work closely with our community partners to provide parent engagement opportunities through virtual training sessions on topics that support mental health, online engagement, and diversity and inclusion

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

Last updated: 2/2/2021

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Number of Students
Grade 9	136
Grade 10	135
Grade 11	129
Grade 12	109
Total Enrollment	509

Last updated: 2/2/2021

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Percent of Total Enrollment
Black or African American	4.10 %
American Indian or Alaska Native	%
Asian	%
Filipino	0.60 %
Hispanic or Latino	93.10 %

Student Group	Percent of Total Enrollment
Native Hawaiian or Pacific Islander	%
White	0.20 %
Two or More Races	0.20 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	83.10 %
English Learners	17.10 %
Students with Disabilities	10.80 %
Foster Youth	0.80 %
Homeless	0.20 %

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 2018– 2019	School 2019– 2020	School 2020– 2021	District 2020– 2021
With Full Credential	34	28	28	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Last updated: 2/2/2021

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	2	0	0

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: 2/2/2021

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

Year and month in which the data were collected: January 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Summit Learning Program	Yes	0.00 %
Mathematics	Summit Learning Program		0.00 %
Science	Summit Learning Program	Yes	0.00 %
History-Social Science	Summit Learning Program	Yes	0.00 %
Foreign Language	En Espanol		0.00 %
Health	N/A		0.00 %
Visual and Performing Arts	Glencoe		0.0 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 2/2/2021

School Facility Conditions and Planned Improvements

Our facility is well-maintained due to efforts of the custodial and maintenance team lead by our Director of Facilities. Any needed repairs are completed in a timely manner. 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, gyms, multi-purpose rooms and offices.

Last updated: 2/2/2021

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: March 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	
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: March 2020

Overall Rating	Good
----------------	------

Last updated: 2/2/2021

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.

**Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018– 2019	School 2019– 2020	District 2018– 2019	District 2019– 2020	State 2018– 2019	State 2019– 2020
English Language Arts / Literacy (grades 3-8 and 11)	55.0%	N/A	45.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	9.0%	N/A	34.0%	N/A	39%	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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: 2/2/2021

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 2/2/2021

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 2/2/2021

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

Subject	School 2018– 2019	School 2019– 2020	District 2018– 2019	District 2019– 2020	State 2018– 2019	State 2019– 2020
Science (grades 5, 8, and high school)	23	N/A	23	N/A	30	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 2/2/2021

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 2/2/2021

Career Technical Education (CTE) Programs (School Year 2019–2020)

A. History - WAHS Diploma:3 Years; Accelerated Diploma 3 Years

- World History AB
- AP US History
- Government/ Economics

B. English - WAHS Diploma:4 Years; Accelerated Diploma 4 Years

- English 9
- English 10
- AP English Language
- AP English Literature

C. Math - WAHS Diploma:3 Years; Accelerated Diploma 4 Years

- Algebra I; Geometry; Algebra II; 4th year Math: Statistics

D. Lab Science - WAHS Diploma:2 Years; Accelerated Diploma 3-4 Years

- Environmental Science
- Bio: Living Earth
- Chemistry
- Physics

E. LOTE - WAHS Diploma:2 Years; Accelerated Diploma 3 Years

- Spanish I (Native/Non-Native); Spanish II (Native/Non-Native); Spanish III/AP Span Lang.; AP Spanish Lit.

F. Visual & Perf Art - WAHS Diploma:1 Years; Accelerated Diploma 1 Years

- Drawing I
- Music I
- Guitar
- CTE: Two Dimensional Design

G. Academic Elective - WAHS Diploma:1 Years

- Mentor Session: College & Career Readiness I
- Gender Studies
- *Any additional year of category A-F

Academic Elective Accelerated Diploma - One Option:

- 3 year CTE option
- 1 year College Course
- State Seal of Biliteracy
- A score of 3+ of 2 AP exams

Physical Education- 2 Years

Other: Community Service Hours 2= 20; Accelerated Diploma Hours = 250

Last updated: 2/2/2021

Career Technical Education (CTE) Participation (School Year 2019–2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0

Measure	CTE Program Participation
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.00%

Last updated: 2/2/2021

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

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	99.80%
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	82.65%

Last updated: 2/2/2021

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 2019–2020)

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		N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 2/2/2021

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 2020–2021)

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

Coffee with the Principal meetings are held on an ongoing basis 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 to questions and answers.

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 Site Council and the English Learner Advisory Committee are parent groups where the participants either make decisions about or advise the school administration on the 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 also have asked to spend time in each of the students' classrooms so they also follow a bell schedule to visit classrooms during this time. Each classroom teacher gives a brief presentation consisting of an overview of the curricular content as well as expectation for completing the course successfully.

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

During the Pandemic Wallis Annenberg High School has implemented multiple strategies for students, families, educators, staff, and the governing board to provide input into the development of the Learning Continuity and Attendance Plan. Robust efforts have been made since the school's closure in March as a result of COVID-19. The learning models developed through this process maintain the same high quality, rigorous instruction from teachers using the state content standards, identification of student learning gaps, a focus on tiered intervention support for students who need additional social-emotional and/or academic support.

- March 2020: Student survey to assess student technology and connectivity needs. 100% participation
- March – June: Outreach and stakeholder engagement took place via weekly robocalls, daily phone calls, weekly Remind App notifications and (3) Parent Townhall meetings.
- April – June: Approximately 489 Parents and 7 students participated in online surveys which focused on: food insecurity, shelter/housing, mental health needs, technology and connectivity needs, school reentry preferences (in-person/hybrid versus distance learning), school safety and childcare needs. April/May: 83% participation rate; June 80% participation rate.
- May 7th: Town Hall to address parent concerns regarding school closure and issues related to distance learning
- Spring 2020: Distance Learning: 71% of students were actively participating
- May 27th: Town Hall meeting for the Class of 2020 (students and parents) to address senior issues and graduation activities
- June 3rd: Town Hall meeting took place to welcome incoming 9th graders
- Summer 2020: Reentry committee was developed composed of teachers, parents and classified employees used these survey results to begin planning for the beginning of the school year. As The reentry team built schedules for the school, teachers had an opportunity to provide feedback through email or online meetings.
- August: 90% of students are actively participating during week 1

Our Town Hall meetings take place virtually via Zoom in English and Spanish to accommodate the language needs of our families.

Last updated: 2/2/2021

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 2016– 2017	School 2017– 2018	School 2018– 2019	District 2016– 2017	District 2017– 2018	District 2018– 2019	State 2016– 2017	State 2017– 2018	State 2018– 2019
Dropout Rate	7.70%	8.70%	5.60%	10.80%	11.30%	10.90%	9.10%	9.60%	9.00%
Graduation Rate	85.70%	79.60%	89.70%	79.70%	80.10%	81.50%	82.70%	83.00%	84.50%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart

Last updated: 2/2/2021

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

(data collected between July through June, each full school year respectively)

Rate	School 2017– 2018	School 2018– 2019	District 2017–2018	District 2018–2019	State 2017– 2018	State 2018– 2019
Suspensions	2.50%	2.80%	0.80%	0.70%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%

Suspensions and Expulsions for School Year 2019–2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–2020	District 2019–2020	State 2019–2020
Suspensions	4.00%	--	2.50%
Expulsions	0.00%	--	0.10%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

Last updated: 2/2/2021

School Safety Plan (School Year 2020–2021)

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.

We in the WAHS 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

The Safety Plan is reviewed, updated, discussed with various stakeholders (SSC, ELAC, Safety Plan Committee) and Board approved by March of each year for the following year.

Last updated: 2/2/2021

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 2017–2018)

Subject	Average Class Size	Number of Classes *	Number of Classes *	Number of Classes *		
		1-22	23-32	33+		
English			25.00	5	12	3
Mathematics	21.00	14	10			
Science	27.00	4	8	3		
Social Science	23.00	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

Subject	Average Class Size	Number of Classes *	Number of Classes *	Number of Classes *		
		1-22	23-32	33+		
English			23.00	7	10	3
Mathematics	24.00	9	16	2		
Science	27.00	6	9	5		
Social Science	27.00	2	9	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 2019–2020)

Subject	Average Class Size	Number of Classes *	Number of Classes *	Number of Classes *		
		1-22	23-32	33+		
English			25.00	7	11	2
Mathematics	24.00	6	17			
Science	26.00	4	9	3		
Social Science	27.00	3	10	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: 2/2/2021

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	169.7

*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: 2/2/2021

Student Support Services Staff (School Year 2019–2020)

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	1.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	
Other	0.30

*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: 2/2/2021

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10405.38	\$2470.48	\$7934.89	\$54367.95
District	N/A	N/A	--	\$78962.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7750.12	\$83052.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 2/2/2021

Types of Services Funded (Fiscal Year 2019–2020)

WAHS finances SAT prep for all Juniors, AP training for teachers, APEX credit recovery programs, 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: 2/2/2021

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,587	\$50,029
Mid-Range Teacher Salary	\$74,412	\$77,680
Highest Teacher Salary	\$92,389	\$102,143

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Elementary)	\$117,849	\$128,526
Average Principal Salary (Middle)	\$131,307	\$133,574
Average Principal Salary (High)	\$135,702	\$147,006
Superintendent Salary	\$350,000	\$284,736
Percent of Budget for Teacher Salaries	29.00%	33.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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

Last updated: 2/2/2021

Advanced Placement (AP) Courses (School Year 2019–2020)

Percent of Students in AP Courses 19.20%

Subject	Number of AP Courses Offered*
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	3
Mathematics	0
Science	0
Social Science	2
Total AP Courses Offered*	7

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

Last updated: 2/2/2021

Professional Development

Measure	2018– 2019	2019– 2020	2020– 2021
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10