



WALLIS ANNENBERG HIGH SCHOOL
FALL 2021 CA DASHBOARD
LOCAL INDICATORS REPORT FOR THE
ACCELERATED GOVERNING BOARD
June 17, 2021

All LEAs are required to complete, submit and present as an information item in a publicly scheduled governing board meeting the following 5 Local Indicators (Priority 1, 2, 3, 6, & 7) for the LEA's CA Dashboard.

This document includes **Wallis Annenberg High School's** Local Indicators Self-Reflection Report for the Fall 2021 CA Dashboard Local Indicators submission.

PRIORITY 1: Basics – Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, & Safe, Clean and Functional School Facilities

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the California School Dashboard (Dashboard).

Instructions: Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the Dashboard for local educational agencies that use the California Department of Education's School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

Findings reported:

1. Number/percentage of misassignments of teachers of English Learners, total teacher misassignments and vacant teacher positions: **0**

2. Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: **0**

3. Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): **0**

PRIORITY 2: Reflection Tool for Recently Adopted Academic State Standards and/or Curriculum Frameworks

LEAs are required to rate each of the following using the following Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 – Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Wallis Annenberg High School selected Option 2 Reflection Tool:

1. **Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards					X
History-Social Science					X

2. **Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards					X
History-Social Science					X

3. **Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards					X
History-Social Science					X

Other Adopted Academic Standards

4. **Rate the LEA’s progress implementing each of the following academic standards adopted by the state board for all students.**

	1	2	3	4	5
Career Technical Education			X		
Health Education Content Standards N/A					
Physical Education Model Content Standards					X
Visual and Performing Arts					X
World Language					X

Support for Teachers and Administrators

5. **Rate the LEA’s success at engaging in the following activities with teachers & school administrators during the prior year (including summer preceding the prior school year)?**

	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					X
Identifying the professional learning needs of individual teachers					X
Providing support for teachers on the standards they have not yet mastered					X

PRIORITY 3: Parent & Family Engagement Self Reflection Tool

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
 - 1 – Exploration and Research Phase
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

Building Relationships

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					X
2. Rate the LEA's progress in creating welcoming environments for all families in the community.					X
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.					X
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.					X

Dashboard Narrative Box (Limited to 3,000 characters):

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Wallis Annenberg High School has developed robust, sustainable systems for building relationships with parents and families. The centerpiece of this work is our 1:1 mentoring program, in which every student is assigned a mentor teacher. This program supports the development of academic and interpersonal skills in students. Each teacher carries a caseload of about 20-25 mentees. This program includes several components:

- **1:1 Check-Ins:** Each student engages in a weekly 1:1 check-in (about 10 minutes in length) with her/his mentor. During these check-ins, the mentor and mentee work to build rapport, establish goals, and track progress toward meeting success criteria established in previous check-ins.
- **Mentor Session Instruction & Activities:**
- **Family Engagement:** Mentor teachers are the primary point of contact for the families of their mentees, conducting regular family conferences.

Additional opportunities to build relationships with parents & families include the following:

- **Parent Meetings:** WAHS regularly hosts parent/student meetings to share information regarding the school program, college and career, social emotional

wellness, and support our parents as partners. [Example of parent night presentations.](#)

- **Coffee with the Principal:** Coffee with the Principal are opportunities for parent engagement and feedback. These meetings complement the parent night and both are held in the same week. The purpose of these meetings is to gain insight into the parent experience and gather feedback to strengthen our partnership with families. [Example of a Coffee with the Principal presentation](#)
- **Parent / Teacher Conferences:** Parent and teacher conferences are built into the school year. There are four official opportunities for parents to meet with their child's mentor teacher. The quarterly meetings are designed to discuss current progress, review student data, and discuss and identify short and long term goals. In addition to the quarterly parent conferences, parents may join their child's weekly ten minute one-to-one check in with the mentor teacher as desired/needed.

In the coming year, we are focusing our improvement efforts on increasing the number of families that actively participate in the available opportunities for engagement and partnership with the school. This includes making information available in multiple formats (both synchronously and asynchronously) through a variety of media. Specifically, we plan to create an online information/communication hub for students and families, so that stakeholders are able to access video recordings of workshops and events, resources and reference guides, and up-to-date calendars.

Building Partnerships for Student Outcomes

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.					X
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.					X
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					X
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.					X

Dashboard Narrative Box (Limited to 3,000 characters): Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

In addition to the above programs, Wallis Annenberg High School provides ongoing, interactive professional development to build teachers' capacity to connect with families on a human level as they support families with monitoring their child's progress.

Professional Development:

Wallis Annenberg High School has maximized weekly professional development. Our professional development cycle has learning sessions to include Instruction, Feedback, and Diverse Learner Support. In addition, we have spent time discussing communication with students and families around these expectations. Throughout the year, teachers have presented to parents on the learning cycle. As a school community, we have worked diligently to create a cohesive environment that mirrors our student learning cycle. We are consistently reviewing our data, coming together to evaluate, and adjusting our practices accordingly.

Parent Engagement:

Throughout the year we hold several parent engagement opportunities in order to build partnerships with families in order to improve student outcomes. Some of the workshops we have held this year have supported training families on accessing our platforms such as PowerSchool, Summit Learning, and Vista Higher Education. Each of these platforms provides ongoing information with parents about their child's academic and behavioral

progress throughout the school year. Parent engagement opportunities are held in both English and Spanish. In addition, all documents that are available to parents during workshops, IEP meetings, and training are provided in both English and Spanish.

Supports to families:

Throughout the year, academic counselors meet with students to discuss academic progress and review their graduation requirements. During this time, if additional academic support is needed, counselors will set up a parent meeting to include students and teachers to discuss the necessary ways in which the student can be supported academically. Counselors also offer workshops for parents regularly. These workshops include information and support on topics such as graduation requirements, financial aid, and high school success strategies.

Area of Improvement:

As we move into the 2021-2022 school year, we hope to increase participation rates of our parents and families. We believe that all stakeholders are critical members of our community and we would like to ensure that they receive the support they need.

Seeking Input for Decision Making

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.					X
10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.					X
11. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.					X
12. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.					X

Dashboard Narrative Box (Limited to 3,000 characters): Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Areas of Strength:

- **Coffee with the Principal:** Coffee with the Principal are opportunities for parent engagement and feedback. These meetings complement the parent night and both are held in the same week. The purpose of these meetings is to gain insight into the parent experience and gather feedback to strengthen our partnership with families. [Example of a Coffee with the Principal presentation](#)
- Surveys are also shared with families throughout the school year after each parent engagement opportunity. Survey results are used to engage families and gather input. These surveys are shared with both participants during the parent engagement opportunity as well sent via reminds to promote increased parent/family participation.

Area of Improvement:

As we move into the 2021-2022 school year, we hope to increase participation rates of our parents and families. We believe that all stakeholders are critical members of our community and we would like to ensure that they receive the support they need.

PRIORITY 6: School Climate

Standard: Local educational agency administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the local educational agency serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

INSTRUCTIONS:

Evidence: The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

Local educational agencies (LEAs) will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard. LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate. The following are suggested guiding questions to help frame the narrative summary:

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions have, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Findings reported:

PARTICIPATION RATE:

Wallis Annenberg High School (WAHS) administered the Panorama Student Survey, a research-based student survey in order to measure various aspects of student experiences, including student perceptions of school safety and connectedness that also serves as a universal screener for social-emotional learning.

SURVEY FINDINGS:

A total of 221 students in Grades 9-12 participated.

The following are the percentage of favorable results by question:

- 75% - The school provides academic supports/interventions for struggling students.

- 57% - The school provides adequate social-emotional and counseling support to students.
- 62% - The school provides behavioral support and classroom management.
- 78% - Most of the teaching staff make me excited about learning.
- 93% - I can become a better student if I work hard.
- 85% - There is an adult whom I trust and can go to for help with a school/academic problem.
- 72% - There is an adult whom I trust and can go to for help with a personal problem.
- 68% - The school is safe and I feel secure on campus.
- 58% - How would you rate the school climate of our campus?
- 48% - How would you rate student engagement at your school?

PRIORITY 7: Access to a Broad Course of Study

Standard: Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

INSTRUCTIONS: LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

- 1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.**

Wallis Annenberg High School (WAHS) was established in 2003 and provides high school students with a rigorous college-preparatory curriculum. WAHS is WASC-accredited and focuses on encouraging student to achieve personal success, a strong sense of self and community along with a deep appreciation for lifelong learning. Each student is challenged with a strong focus to become mentally and academically prepared to enter and succeed in college and career. WAHS prepares its student to be independent critical thinkers, decision-makers, and responsible, productive leaders in our community.

Currently, WAHS serves approximately 487 students in grades 9-12 that include the following demographics: 96% Hispanic, 3% African American and 1% Filipino, 12.5% Students with Disabilities (SWD), 18.5% English Learners (EL), 1% Foster Youth, and 90.1% Socioeconomically Disadvantaged. Currently, WAHS does not have any students enrolled and identified as Homeless youth.

MISSION

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

Wallis Annenberg High School provides all students with access to a broad course of study in alignment with Ed Code 51210 (where applicable) based on the nature of The Accelerated School's educational program.

Wallis Annenberg High School uses the following locally selected tools to track the extent

to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups and individuals with exceptional needs which include: master schedule, student course schedule (semester), report cards, student presentations, and parent/conference reports. In addition, this will be verified by the principal during classroom observations and ensure classroom schedules are being followed.

- 2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.**

An analysis of the measures listed above demonstrates that 100% of the students, including unduplicated groups and students with exceptional needs, have access to a broad course of study. At Wallis Annenberg High School all students are enrolled in ELA, mathematics, science/lab science, History, physical education. In addition, our students also have access to and enroll in college preparatory electives, Foreign Language, Visual & Performing Arts, as part of the school's high school graduation requirements. WAHS also offers CTE Media Arts Pathway, and Concurrent enrollment through LA Trade Tech College. There are no differences in accessibility to courses, across student groups at Wallis Annenberg High School.

- 3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.**

Currently, 100% of the students have access to a broad course of study and Wallis Annenberg High School will continue to monitor this to ensure no barriers arise to change access.

- 4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students.**

Due to the current success of Wallis Annenberg High School in providing all students with access to a broad course of study, no changes are currently planned, however, this data will continue to be monitored and revisions made, with implementation as needed.