



Wallis Annenberg High School

2025 Local Indicators

Self-Reflection

Tools

Presented to the Governing Board

June 2025

Local Indicator Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: 0
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): 0

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

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

Academic Standards	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.

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

Academic Standards	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).**

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

Academic Standards	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.**

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

Academic Standards	1	2	3	4	5
Career Technical Education			X		
Health Education Content Standards				X	
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 and school administrators during the prior school year (including the summer preceding the prior school year).

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

Activities	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		

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

N/A

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

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

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to 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 its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners 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 educational partners 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 educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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

Practices	Rating Scale Number
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.	3
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	3
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	3
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.	4

Building Relationships Dashboard Narrative Boxes **(Limit responses to 3,000 characters)**

QUESTION	RESPONSE
Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families .	Wallis Annenberg High School (WAHS) is working hard to build strong relationships with families. We host regular events like open houses, and student showcases. These events help families meet teachers, ask questions,

	<p>and learn how to support their children at home. We also use ParentSquare, robocalls, social media, and our school website to keep families updated on school news and events.</p> <p>We make sure all families can understand what we share. We translate materials into other languages and offer interpreters for meetings. This helps families feel included and respected.</p> <p>This year, we partnered with a group called UnidosUS and their Padres Comprometidos program. They ran an 8-week program to help families learn more about the college process. Ten parents completed the program. This was a big step forward in helping parents feel more confident and connected to their children's education.</p> <p>We also held Student-Led Conferences (SLCs) where students shared their own progress with families. This helped parents and guardians hear directly from their child and ask more personal questions. Families said they appreciated this new format and felt more involved in their child's learning.</p> <p>Overall, WAHS is building a stronger culture of teamwork with families and helping them take an active role in school life.</p>
<p>Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.</p>	<p>While WAHS has made good progress, we know we still have room to grow. Some families told us they want more chances to talk with teachers, not just get updates. They want to share their ideas, ask questions, and work with us to support their child.</p> <p>Our school also needs to improve attendance at meetings like ELAC (for English Learner families) and PAC (Parent Advisory Committee). Sometimes parents don't come to meetings because of timing, child care</p>

	<p>needs, or not knowing what the meetings are for. We need to listen more and find ways to make meetings easier to attend and more welcoming.</p> <p>We also want to better connect with parents of students with disabilities, newcomers, and students in foster care or who are homeless. These families may face more barriers and may not always feel heard or supported. We want to change that.</p>
<p>Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.</p>	<p>To better support families who are often left out, WAHS will take several steps.</p> <p>First, we will reach out directly to families of English Learners, students with disabilities, and students in foster care or experiencing homelessness. We will use our bilingual academic tutors and our Parent Engagement Coordinator to make personal phone calls and send invitations to events, meetings, and programs.</p> <p>Second, we will make our meetings and events more welcoming and easier to attend. This might mean offering meetings at different times, providing food or child care, and making sure information is clear and easy to understand.</p> <p>Last, we plan to integrate “Listening Circles” where families can share their thoughts, ask questions, and give feedback in a safe space. These conversations will help us learn what families need and how we can better serve them.</p> <p>By doing these things, WAHS hopes to build trust, improve communication, and make sure all families feel like they belong at our school.</p>

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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

Practices	Rating Scale Number
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.	3
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	3
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.	4
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.	4

Building Partnerships Dashboard Narrative Boxes (Limit responses to 3,000 characters)

QUESTION	RESPONSE
Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes .	Wallis Annenberg High School (WAHS) has made strong progress in building partnerships with families to support student success. One of our biggest strengths is sharing student academic progress in ways that help families understand how their children are doing. We send home progress reports, report cards, and family-friendly reports for assessments like

	<p>NWEA MAP. Teachers and counselors also reach out when students need extra support.</p> <p>This year, we also improved how families can connect with staff. We fully launched Student-Led Conferences (SLCs), where students talk to their families about their goals and grades. This helped families get more involved in helping students improve. Many families said they liked this approach better than traditional parent-teacher conferences.</p> <p>WAHS also works with college and career advisors to help students with their future goals. Families are invited to workshops about financial aid, college applications, and graduation requirements. We now work directly with CSU/UC systems and use tools like CaliforniaColleges.edu to give better support. Our Padres Comprometidos program is another success—families of English Learners learned how to help their students get ready for college and beyond.</p> <p>We are also proud that we translate materials and offer interpretation at meetings, so more families can take part in these partnerships.</p>
<p>Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.</p>	<p>WAHS knows we can improve how we involve families in setting goals for students and planning how to reach them. While we share data and host events, we need to give families more chances to share their own insights and work with teachers to support student learning at home.</p> <p>We also need to improve communication between general education and special education staff and families, so that students with disabilities get the support they need. Some families want clearer updates on IEP goals and progress, and we want to do better in that area.</p>

Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to **Building Partnerships for Student Outcomes**.

WAHS is planning several actions to better support underrepresented families—especially families of English Learners, students with disabilities, and students in foster care or facing homelessness.

We will provide simple, clear tools—like checklists or “family tip sheets”—to show how families can support learning at home. These will be translated into families’ home languages.

We also plan to hold more family workshops in the evenings, covering topics like understanding grades, helping with reading and math, and getting ready for college. Our bilingual academic tutors and Parent Engagement Coordinator will personally reach out to families to invite them and offer support.

Finally, we will keep using tools like ParentSquare, phone calls, and text messages to make sure families get the information they need. By building stronger two-way partnerships, we hope every family feels supported and ready to help their student succeed.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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

Practices	Rating Scale Number
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.	3
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	3
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.	3
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.	3

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limit responses to 3,000 characters)

QUESTION	RESPONSE
Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making .	Wallis Annenberg High School (WAHS) is building stronger ways to get input from families and use that feedback in our school planning. One of our main strengths is holding meetings and sending surveys to hear from

	<p>families about school programs, academics, and student needs. These surveys have helped shape our plans, including the LCAP.</p> <p>This year, we included families in reviewing our math programs and supports. After hearing that students were struggling in math, we shared data and discussed new ideas with families. Their feedback helped guide the decision to double-block Algebra, Geometry, and Algebra 2 starting next year.</p> <p>We also invite families to share input during English Learner Advisory Committee (ELAC) and Parent Advisory Committee (PAC) meetings. At these meetings, we review student progress data and school goals. Families also help give feedback on the school's Local Control and Accountability Plan (LCAP), especially on goals for English Learners, students with disabilities, and students from low-income households.</p> <p>We use ParentSquare, phone calls, and translated flyers to invite families to meetings and share updates. We make sure materials are translated and interpreters are available at events. These steps help us include more voices in our decisions.</p>
<p>Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.</p>	<p>Even though we offer ways for families to give input, WAHS wants to improve how many families take part—and how their feedback shapes decisions. Some families are not sure how their ideas are used or whether their voices make a difference. Others face barriers like language, work schedules, or not feeling comfortable speaking in a group.</p> <p>We also want to make sure students and families from underrepresented groups—like foster youth, newcomers, and families of students with disabilities—are part of the decision-making process. These families may</p>

	<p>need more personal invitations and support to participate fully.</p> <p>Another area for growth is helping families understand the school's big decisions, like how funding is used, how programs are added or removed, and how staff are trained. We want to make these topics easier to understand and talk about together.</p>
<p>Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.</p>	<p>WAHS is working to include more voices in school decisions, especially those from underrepresented families. First, we will do more personal outreach through our Parent Engagement Coordinator, bilingual tutors, and counselors. These staff will help invite families of English Learners, students with disabilities, and foster/homeless youth to join meetings, surveys, or smaller focus groups.</p> <p>Second, we will offer new "listening circles" where families can talk with staff in a more casual setting. These may be held in homes, community centers, or online—places where families feel more at ease. We will also share how their input is being used, so families see the impact of their ideas.</p> <p>Third, we will simplify how we share school plans, such as the LCAP. We'll use visuals, summaries, and videos to help families understand key decisions and feel ready to give input.</p> <p>Finally, we will train staff on how to invite and welcome feedback, especially from families who may feel unsure or disconnected. We believe all voices matter and want every family to help shape the future of WAHS.</p>

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Instructions

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California *Education Code* 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. For each prompt **limit response to 3,000 characters**. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses 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.

Response:

In Spring 2025, Wallis Annenberg High School (WAHS) collected school climate data through surveys from students (grades 9–12), families, and staff. This data provides insight into how safe, respected, and connected students and families feel, and where the school can improve.

Student Survey Results (Grades 9–12):

- 67% of students said adults at school support them.
- 56% felt people at school understand them.

- 51% agreed that students show each other respect.
- 71% said they feel a sense of belonging.
- 66% described the school's overall energy as positive.
- 66% said the school's rules are fair.
- 41% said student behavior positively impacts learning.
- 49–57% reported being excited or focused in class.

These results show that while most students feel supported and welcomed, fewer feel that peers respect each other or that behavior supports learning. Engagement in class is another area for growth.

Disaggregated Group Insights:

The survey did not report student climate data disaggregated by subgroup. However, feedback from ELAC and IEP meetings suggests that English Learners and Students with Disabilities may feel less connected and engaged, aligning with prior years' input. These findings are guiding targeted support in advisory and restorative practices.

Use of Data:

This data is helping WAHS shape its school culture priorities for 2025–26. These include building stronger advisory systems, improving student engagement, and strengthening relationships between students and adults. The school will continue collecting and disaggregating climate data annually to ensure all student voices inform schoolwide decisions.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Response:

Response:

The Spring 2025 climate survey revealed several key strengths and needs related to school conditions, student belonging, and engagement at Wallis Annenberg High School (WAHS).

Key Strengths:

Students generally feel welcomed and supported at WAHS. 71% of students reported feeling a sense of belonging, and 67% said that adults at school support them. This suggests that the advisory system, restorative practices, and adult-student relationship building are positively impacting campus culture.

Identified Needs:

- Student-to-student respect and behavior remain areas for growth. Only 51% of students agreed that peers treat each other with respect, and just 41% felt that student behavior positively supports learning. This signals a need for stronger implementation of restorative practices and clearer school-wide expectations.
- Academic engagement is a concern. Less than 60% of students reported excitement, interest, or focus in class. Only 49% said they were excited about going to class, indicating a need to improve instructional relevance and student motivation.

Student Group Insights:

Although the survey tool did not disaggregate student responses by group, additional feedback from ELAC, PAC, and IEP meetings confirmed that English Learners (ELs) and Students with Disabilities (SWD) may feel less connected and more uncertain about expectations. These groups were identified as needing more consistent communication, in-language support, and intentional inclusion in community-building efforts.

Conclusion:

WAHS is encouraged by the positive trends in belonging and family confidence, and is committed to addressing student behavior, peer culture, and engagement in learning. Improving student voice, staff-student connection, and targeted support for EL and SWD students will be key focus areas in 2025–26.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Response:

Based on the 2025 LCAP Survey and ongoing educational partner input, Wallis Annenberg High School (WAHS) has identified several areas of need related to school climate, particularly in peer relationships, classroom engagement, and staff-student connection. As a result, the school will be making the following changes to support continuous improvement:

1. Strengthening Schoolwide Behavior Expectations and Peer Culture

Survey data showed only **51%** of students feel students treat one another with respect, and only **41%** believe behavior supports learning. In response:

- WAHS will relaunch its **PBIS/Culture Committee** with student and staff representatives to co-create shared behavior norms and a consistent tiered response system.
- Updated behavior expectations will be introduced during Summer Bridge and advisory periods, with reinforcement through a revised advisory curriculum.

2. Improving Student Engagement and Classroom Experience

Less than 60% of students reported feeling excited, focused, or interested in class. To address this:

- The school will revise **Unit/Lesson Internalization** protocols and PD to focus on engagement strategies, academic discourse, and culturally relevant instruction.
- WAHS will expand **student-led conferences** and project-based assessments in core subjects to increase student ownership and motivation.

3. Building Stronger Adult-Student Relationships

Only **29%** of staff reported feeling connected to students, signaling a need for deeper relationships:

- In 2025–26, each teacher will be assigned an **advisory class** of students to mentor throughout the years, supported by relational check-in tools and SEL guidance.
- All staff will participate in a **reconnect and belonging PD series** to learn strategies for strengthening relationships with students, especially English Learners and Students with Disabilities.
- Students will help co-design monthly community-building activities that center belonging and student voice.

4. Increasing Family Partnership in School Climate Work

To build on the 66–69% of families who reported positive climate perceptions, WAHS will:

- Expand **Padres Comprometidos** programming and offer sessions tied to LCAP and site goals.
- Improve feedback loops by publicly sharing survey findings and resulting action steps at ELAC, PAC, and family town halls.

Together, these changes reflect WAHS's commitment to listening to its educational partners and responding with specific, measurable actions that center belonging, engagement, and shared responsibility for school culture.

Access to a Broad Course of Study (LCFF Priority 7)

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:

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. (response limited to 1,500 characters)

Response:

WAHS utilizes comprehensive locally selected measures to track broad course access across all student populations. Assessment tools include NWEA MAP Reading and Math administered twice yearly, Interim Comprehensive Assessments for grades 9-11, and Performance Matters data management system for comprehensive analysis.

Course access tracking encompasses UC A-G completion rates monitoring, Advanced Placement participation and passage rates, Career Technical Education pathway enrollment in Arts, Media & Entertainment, and dual enrollment participation with Los Angeles Trade Technical College. All students complete College and Career Readiness courses ensuring universal post-secondary exposure.

Population-specific measures include ELPAC results analysis and reclassification rate tracking for English Learners, with ELD course placement by proficiency levels. Students with Disabilities receive monitoring through IEP implementation tracking and co-teaching model effectiveness assessments. The California College Guidance Initiative platform supports planning for all students.

Systematic monitoring occurs through weekly coaching cycles with performance data analysis, quarterly advisory committee reviews, and annual textbook inventories ensuring standards-aligned materials access. These integrated measures provide comprehensive tracking of equitable course access and enrollment across grade spans and all student groups including unduplicated pupils and individuals with exceptional needs.

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, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

Response:

Using locally selected measures, WAHS demonstrates comprehensive broad course access for all students. The 4x4 block schedule enables students to complete up to 80 credits annually,

supporting accelerated pathways and universal credit recovery.

Course participation shows no enrollment disparities across student groups. UC A-G completion reached 76.6% with universal access regardless of demographics. Advanced Placement includes 158 students taking 304 exams across multiple subjects with no restrictions by student background. Career Technical Education pathways in Arts, Media & Entertainment and expanded dual enrollment from three to six courses serve all populations equally.

All students participate in College and Career Readiness courses I-IV. English Learners receive differentiated ELD instruction through level-specific courses while maintaining full core curriculum access. Students with Disabilities participate in inclusive general education with co-teaching support.

Assessment data from NWEA MAP and ICA confirms consistent enrollment patterns across all student groups. The 150:1 counselor-to-student ratio enables individualized academic planning universally. Performance Matters data shows equitable course distribution with no systemic barriers identified across unduplicated student groups, foster youth, or students with exceptional needs. All populations demonstrate equal access to the school's comprehensive course offerings.

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. (response limited to 1,500 characters)

Response:

Based on locally selected measures, WAHS has identified no barriers preventing broad course access for all students. Comprehensive tracking systems demonstrate successful universal course offerings across all populations.

Effective Access Systems: The 4x4 block schedule enables all students to complete up to 80 credits annually with flexible pathways. UC A-G completion rates of 76.6% show equitable access regardless of demographics. Advanced Placement includes 158 students across subjects with no enrollment restrictions.

Comprehensive Support: Career Technical Education, dual enrollment, and College and Career Readiness courses serve all populations equally. English Learners receive appropriate ELD instruction while maintaining full core curriculum access. Students with Disabilities participate in inclusive classrooms with co-teaching support.

Adequate Resources: The 150:1 counselor ratio provides individualized planning for all students. Performance Matters data confirms equitable course distribution with systematic monitoring through coaching cycles and advisory reviews.

Proactive Solutions: The Annenberg Foundation partnership and expanded capacity demonstrate effective resource allocation. Assessment data shows consistent enrollment patterns across student groups with no systemic access limitations for unduplicated pupils or individuals with exceptional needs. All tracking measures indicate successful broad course study

access for every student population.

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? (response limited to 1,500 characters)

Response:

Based on locally selected measures, WAHS is implementing proactive enhancements to expand broad course access:

Mathematics Enhancement: The \$3 million Annenberg Foundation grant funds six additional mathematics teachers and two assistant principals. Algebra 1, Geometry, and Algebra 2 class sizes reduce from 30 to 15 students with double-blocked instruction, increasing weekly minutes from 215 to 430.

Expanded Offerings: Dual enrollment increased from three to six courses with Los Angeles Trade Technical College. Advanced Placement expanded to include AP Government, AP Biology, and AP World History. Career Technical Education pathways enhanced with capstone experiences.

Enhanced Support: New positions include ELD Instructional Coach, Literacy Coach, and Math Instructional Coach. Professional development expanded through Standards Institute training and comprehensive summer programming.

Infrastructure Improvements: Four temporary modular classrooms provide additional capacity. Universal device access continues with enhanced digital literacy support.

Continued Excellence: NWEA MAP and ICA assessments with Performance Matters integration ensure comprehensive tracking. The 150:1 counselor ratio maintains individualized planning support.

These enhancements build upon existing successful systems while expanding opportunities, ensuring comprehensive broad course access continues for all student populations through strategic resource allocation and capacity building.