



Wallis Annenberg High School

2026 Local Indicators Self-Reflection Tools

Presented to the Governing Board June 2026

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)

Basics: Teachers, Instructional Materials, Facilities

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Appropriately Assigned Teachers

Name	Total Teaching Full-Time Equivalent (FTE)	Clear (% of teaching FTE)
LEA	26.9	87.1%
Los Angeles Unified	27,031.1	82.4%
County	62,099.3	83.4%
Statewide	278,927.1	82.5%

Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home
0
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)

1. 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.

Based on the analysis of educational partner input and local data, WAHS demonstrates meaningful progress in building positive relationships between school staff and families.

Family survey data reflect strong perceptions of respect, belonging, and inclusivity within the school community. 76% percent of families reported that teachers show respect toward students, while 79% indicated that the school values the diversity of students' backgrounds. These results reflect a school culture that families view as supportive and welcoming.

Families also report a positive sense of connection to the school community. 75% percent of families indicated that their child feels a sense of belonging at school, and 70% reported confidence that the school is preparing their child well for the next academic year. In addition, 66% of families expressed satisfaction with the school's approach to discipline as it relates to their child.

School safety data further support strong relationships between families and staff. 82% percent of families reported that their child does not feel unsafe at school, and 78% indicated that students would be able to access adult support if needed. These results reflect family confidence in the accessibility and responsiveness of school staff.

WAHS has also demonstrated growth in communication practices. Teacher reported communication with families regarding student behavior expectations increased from 25% favorable in 2024–25 to 50% favorable in Spring 2026, reflecting strengthened efforts to engage families as partners in supporting student success. Staff feedback further reinforces this commitment, with multiple staff members identifying strong connections with students and families as a key strength of the school community.

2. 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.

Based on the analysis of educational partner input and local data, WAHS has identified several opportunities to strengthen relationships between school staff and families.

An important area for growth is increasing family engagement and participation, as survey response rates indicate an opportunity to strengthen outreach and expand family voice. Family perceptions of school climate also suggest a need to continue building confidence in school conditions, student engagement, and the overall learning environment.

Communication with families regarding student behavior and expectations remains an area for improvement, with staff feedback indicating a need for more consistent and transparent communication practices. In addition, student survey results reflect lower levels of belonging and connection to school adults at the high school level, highlighting an opportunity to strengthen student-staff relationships that support both student engagement and family trust.

3. 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.

Based on the analysis of educational partner input and local data, WAHS will strengthen engagement with underrepresented families by expanding outreach, increasing accessibility, and strengthening two-way communication.

The school will continue to implement culturally and linguistically responsive communication strategies to ensure all families feel informed, welcomed, and connected to the school community. WAHS will also strengthen regular communication regarding student progress, behavior expectations, and available supports to increase transparency and family partnership.

In addition, the school will expand opportunities for family voice through surveys in home languages, family forums, and community listening sessions designed to increase participation from families who are less represented in school feedback processes. WAHS will also continue to strengthen staff-student relationships and student belonging, recognizing that stronger student connections to school support increased family trust and engagement.

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)

1. 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.

Based on the analysis of educational partner input and local data, WAHS demonstrates progress in building partnerships that support student outcomes.

Staff survey results reflect strong internal systems of support and collaboration. Teachers reported high levels of satisfaction with organizational support teams, including 93% favorable for the Academics Team, 89% for Finance and Accounting, and 85% for executive leadership, indicating a

strong infrastructure that supports staff in serving students and families.

WAHS has also continued to strengthen a data-informed culture. 71% of teachers and 67% of classified staff reported that the school's use of data supports their professional work, reflecting growing alignment around evidence-based practices that support student learning and continuous improvement.

Staff commitment to students and the school mission further supports these partnerships. 87% of teachers identified impact on students as a primary reason for remaining at WAHS, reinforcing a strong culture centered on student success. Emerging collaborative structures, including department meetings and grade-level collaboration, have also strengthened staff alignment and communication in support of student outcomes.

Family survey data further reflect positive partnership efforts, with 70% of family respondents indicating that the school is preparing their child well for the next academic year, demonstrating family confidence in the school's support of student learning and growth.

2. 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.

Based on the analysis of educational partner input and local data, WAHS has identified several areas to strengthen partnerships that support student outcomes.

Student engagement represents a significant area for continued focus. Student Engagement averaged 20% favorable and ranked below the 10th national percentile, and 11% of students reported excitement about going to class. These results indicate an opportunity to strengthen how students connect to learning and the school community.

Access to student support services also remains an area for growth. Fifty-five percent of teachers indicated that students can easily access additional academic or social-emotional support when needed. In addition, 39% of teachers reported needing additional resources to support student learning.

Teacher collaboration and professional learning also represent opportunities for improvement. Teacher Collaboration averaged 42% favorable, and 35% of teachers reported adequate collaboration opportunities. Professional Learning averaged 43% favorable, suggesting a need to strengthen collaborative structures and professional development that support coordinated approaches to improving student outcomes.

Expanding family and staff voice in decision-making also remains an area for continued attention. Family survey participation remained limited, and 23% of teachers reported having meaningful input into school decisions, highlighting an opportunity to strengthen shared ownership and partnership across the school community.

3. 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.

Based on the analysis of educational partner input and local data, WAHS will strengthen

engagement with underrepresented families by increasing access to supports, expanding opportunities for family voice, and strengthening communication around student outcomes.

WAHS will implement culturally and linguistically responsive outreach to ensure families are informed about available academic, behavioral, and social-emotional supports, particularly as 55% of teachers reported that students can easily access additional support services when needed. The school will also expand opportunities for family participation through multilingual surveys, family advisory groups, community forums, and accessible feedback structures designed to increase representation from underrepresented families, as family survey participation remained limited.

In addition, WAHS will strengthen partnerships with families of disengaged students, as Student Engagement averaged 20% favorable and ranked below the 10th national percentile. The school will increase communication related to student engagement, attendance, and academic progress while creating more collaborative opportunities for problem-solving and support. WAHS will continue to build on its mission-driven culture and staff commitment to students, with 87% of teachers identifying student impact as a primary reason for remaining at the school.

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

<p>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.</p>	<p>3</p>
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Seeking Input for Decision-Making Dashboard Narrative Boxes (Limit responses to 3,000 characters)

1. 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

Based on the analysis of educational partner input and local data, WAHS demonstrates progress in strengthening systems for seeking input and engaging educational partners in decision-making.

Staff survey results reflect positive perceptions of responsiveness from central support teams, including 89% favorable for the Academics Team, 81% for the CEO Team, and 75% for the Operations Team. These results indicate that staff feel supported and heard at the organizational level.

WAHS also demonstrated growth in feedback and coaching practices. The Feedback and Coaching composite increased to 57% favorable in Spring 2026, improving 26 percentage points from 2024–25 and ranking near the 70th national percentile. Teachers reported that feedback was becoming more frequent, useful, and supportive of professional growth.

Staff input into decision-making also showed meaningful improvement during the school year. Teacher reported input into school decisions increased from 21% favorable in 2024–25 to 46% favorable in Fall 2025, while staff input into student behavior decisions increased from 13% to 38% favorable. These trends reflect intentional efforts to strengthen inclusive decision-making structures and staff voice.

In addition, WAHS continued to utilize structured educational partner surveys across staff, students, and families to gather input and inform continuous improvement efforts, demonstrating a commitment to incorporating multiple perspectives into school planning and decision-making.

2. 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.

Based on the analysis of educational partner input and local data, WAHS has identified opportunities to strengthen how educational partner input is incorporated into decision-making.

Staff voice in school decisions remains an important area for growth. In Spring 2026, 23% of teachers reported having meaningful input into important school decisions, while 16% reported input into student behavior decisions. These results indicate an opportunity to strengthen consistent and sustainable structures for staff participation and shared decision-making.

Professional learning input also represents an area for continued focus. 19% of teachers reported having input into individualizing their own professional development, suggesting a need to strengthen opportunities for staff voice in shaping professional growth and support systems.

Student voice and belonging also remain important priorities. Student survey results reflected School Belonging at 35% favorable and Teacher-Student Relationships at 41% favorable, both below the 10th national percentile. These results highlight an opportunity to expand structures that allow students to provide meaningful input into school culture and learning experiences.

Family participation in feedback processes also remains limited, with low family survey participation indicating a need to strengthen outreach and increase opportunities for family engagement in school planning and decision-making. In addition, 52% of teachers reported that school leaders are responsive to feedback, highlighting an opportunity to continue strengthening trust and communication between staff and leadership.

3. 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.

Based on the analysis of educational partner input and local data, WAHS will strengthen engagement with underrepresented families by expanding accessible opportunities for input and increasing transparency in decision-making processes.

WAHS will diversify how feedback is collected through multilingual surveys, family listening sessions, community forums, and accessible digital communication tools to increase participation from families who are less represented in school feedback processes. The school will also strengthen formal opportunities for family participation through advisory groups and other structures that support meaningful family involvement in school planning and decision-making.

In addition, WAHS will improve communication regarding how educational partner feedback informs school decisions in order to strengthen trust and encourage continued participation. The school will also continue to engage families in conversations related to school climate, student belonging, and student supports, particularly as School Belonging averaged 35% favorable and Student Engagement ranked below the 10th national percentile. These efforts are intended to ensure that school decisions reflect the experiences and perspectives of the full school community.

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:

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.

WAHS administered the Spring 2026 Panorama Educational Partner Survey across students, staff, and families as its local climate measure, capturing perceptions related to safety, belonging, engagement, relationships, and overall school climate. Results are reported as percentage of favorable responses and benchmarked against national Panorama data.

At the high school level, 396 students in grades 9–12 participated in the survey, representing an 81.5% response rate. Student results reflected School Climate at 39% favorable and School Safety at 57% favorable. School Belonging averaged 35% favorable, Teacher-Student Relationships averaged 41% favorable, and Student Engagement averaged 20% favorable, with these areas ranking below the 10th national percentile. Rigorous Expectations averaged 51% favorable, while Student Satisfaction averaged 36% favorable.

Family survey results reflected more positive perceptions of school climate. Family respondents reported School Climate at 65% favorable, School Fit at 66% favorable, and School Safety at 69% favorable.

Staff survey results highlighted both strengths and areas for growth related to school climate and culture. Staff Leadership Relationships averaged 61% favorable, while Staff Belonging averaged 48% favorable and Student Behavior averaged 29% favorable.

The student survey response rate provides a strong source of climate data for grades 9–12. WAHS continues to strengthen disaggregated reporting practices and will continue expanding analysis by student subgroup, including English Learners, students with disabilities, foster youth, and socioeconomically disadvantaged students, to further support equitable school climate improvement efforts.

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.

Analysis of the Spring 2026 Panorama survey data highlights both strengths and important areas for continued growth in WAHS's school climate.

A key strength is the positive perception families hold regarding school safety and overall school fit. Family respondents reported School Safety at 69% favorable and School Fit at 66% favorable, with 82% indicating their child does not feel unsafe at school and 75% reporting their child feels a sense of belonging. Student responses also reflected stronger perceptions of physical safety, with School Safety averaging 57% favorable. These results indicate that students and families generally view the campus as physically safe and supportive.

The data also identify significant opportunities to strengthen student connection and engagement. Student Belonging averaged 35% favorable, Teacher-Student Relationships averaged 41% favorable, and Student Engagement averaged 20% favorable, with each area ranking below the 10th national percentile. These results suggest many students do not yet feel strongly connected to school adults, peers, or the overall school experience.

Staff survey data further reinforce these findings. Staff Belonging ranked below the 10th national percentile, and Student Behavior averaged 29% favorable, indicating an opportunity to strengthen consistency, relationships, and shared culture across the school community.

The contrast between family perceptions and student experiences also represents an important learning. While families generally reported positive perceptions of school climate, student responses reflected lower levels of belonging and engagement, highlighting the need to strengthen student voice, increase transparency around student experiences, and deepen communication between school and home.

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.

In response to the Spring 2026 climate data, WAHS will continue refining practices and systems to strengthen student connectedness, engagement, and overall school climate. To address low levels of Student Belonging, Teacher-Student Relationships, and Student Engagement, WAHS will implement more consistent relationship-building structures, including advisory supports, restorative practices, and intentional student check-ins designed to strengthen connections between students and school adults.

WAHS will also review and strengthen schoolwide behavior systems to ensure consistent expectations, clearer communication, and restorative responses to student behavior. These efforts are intended to improve school culture and address staff concerns related to consistency and student behavior supports.

In addition, the school will expand opportunities for student voice through surveys, focus groups, and student leadership structures that allow students to provide meaningful input into school climate and continuous improvement efforts. WAHS will also strengthen communication with families regarding school climate data and student experiences to support stronger school-home partnerships.

To support continuous improvement, WAHS will continue administering climate surveys and regularly reviewing data related to belonging, engagement, safety, and connectedness to inform ongoing adjustments to school climate strategies and supports.

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:

- 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. (response limited to 1,500 characters)**

WAHS tracks student access to and enrollment in a broad course of study through a combination of academic, scheduling, and student outcome measures.

PowerSchool serves as the primary student information system for monitoring course enrollment, scheduling, attendance, and course completion across all grade levels. WAHS also monitors A-G course completion, Career Technical Education pathway participation, Advanced Placement enrollment, and dual enrollment opportunities to ensure students have access to college and career preparatory coursework.

Academic progress is monitored through NWEA MAP assessments, Interim Comprehensive Assessments, classroom performance data, and Performance Matters reporting systems to support ongoing analysis of student access and achievement across student groups.

For English Learners, WAHS reviews ELPAC results, English Learner progress, and reclassification data to support appropriate course placement and access to instructional supports. Students with disabilities are monitored through the IEP process, individualized scheduling reviews, and co-teaching or support service models to ensure access to the least restrictive environment and a broad course of study aligned to individual student needs.

In addition, student, family, and staff feedback collected through the LCAP Educational Partner Survey provides qualitative data regarding student engagement, rigor, and relevance of coursework to support continuous improvement and equitable access across all student groups

- 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, 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)**

Using locally selected measures and educational partner data, WAHS continues to provide students with access to a broad course of study that includes A-G college preparatory coursework, Career Technical Education pathways, elective offerings, dual enrollment opportunities, and college and career readiness courses. PowerSchool scheduling data is used to monitor student enrollment, course completion, and graduation progress across grade levels and student groups.

WAHS maintains systems to support equitable access across student populations, including English Learners, socioeconomically disadvantaged students, foster youth, and students with disabilities. English Learners receive designated ELD supports while maintaining access to core academic coursework, and students with exceptional needs participate in individualized scheduling through the IEP process to support access to the least restrictive environment and a broad course of study aligned to individual goals and accommodations.

Assessment data, counselor monitoring, and course enrollment reviews support ongoing analysis of student participation and access across programs. Student survey results also provide insight into student experiences related to rigor and engagement. High school students reported Rigorous Expectations at 51% favorable, indicating an opportunity to continue strengthening student engagement and perceptions of academic challenge across coursework. In addition, staff feedback regarding access to academic supports highlights the importance of continuing to strengthen intervention systems and student support structures to ensure all students can fully access available learning opportunities.

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. (response limited to 1,500 characters)

Based on locally selected measures and educational partner input, WAHS has identified several conditions that may affect students' full access to a broad course of study.

Student engagement remains a significant area for continued focus. Student Engagement averaged 20% favorable and ranked below the 10th national percentile, indicating that some students are not yet fully connected to or engaged in their coursework and learning experiences. Student Belonging also ranked below the 10th national percentile, highlighting the importance of strengthening school connectedness to support student participation in rigorous coursework and learning opportunities.

Access to academic and social-emotional supports also represents an area for improvement. Fifty-five percent of teachers reported that students needing additional support can easily access those services, while 39% of teachers indicated a need for additional resources to support student learning. These findings highlight the importance of continuing to strengthen intervention systems and student support structures.

Teacher collaboration and instructional alignment also remain areas for continued growth. Teacher Collaboration averaged 42% favorable, suggesting an opportunity to strengthen coordinated instructional practices and consistency across courses and grade levels.

In addition, WAHS continues to strengthen disaggregated enrollment and course completion monitoring systems to further support analysis of equitable access and participation across student groups, including English Learners, students with disabilities, foster youth, and socioeconomically disadvantaged students.

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? (response limited to 1,500

characters)

In response to locally identified needs and educational partner feedback, WAHS will continue strengthening systems and supports to ensure all students have meaningful access to a broad course of study.

WAHS will continue implementing strategies to strengthen student engagement, belonging, and connection to coursework, particularly as Student Engagement and Student Belonging ranked below the 10th national percentile. Expanded advisory structures, student voice opportunities, and relationship-building practices will support stronger student connection to learning and school.

The school will also continue strengthening academic and social-emotional support systems, including intervention supports, tutoring opportunities, and co-teaching practices, to improve access for students needing additional support. In addition, WAHS will strengthen teacher collaboration and professional learning focused on instructional consistency and student engagement across content areas.

WAHS will continue refining its use of PowerSchool and related data systems to monitor course enrollment, completion, and participation across student groups and inform ongoing continuous improvement efforts.