



Wallis Annenberg High School (WAHS)

2024 Local Indicators

Self-Reflection

Tools

Presented to the Governing Board

June 2024

# 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.

# ***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:<sup>1</sup>

- 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 (Limited 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.

Wallis Annenberg High School (WAHS) has demonstrated a strong commitment to fostering robust relationships between school staff and families, a cornerstone in creating an inclusive and supportive educational environment. One of WAHS' significant strengths



is its proactive approach to developing diverse avenues for two-way communication. The agency has utilized digital tools like 'Remind' and 'School Messenger' for announcements and direct communications. Recognizing some limitations with 'Remind,' such as not all families receiving messages, WAHS is set to transition to 'ParentSquare.' This shift underscores WAHS's responsiveness to feedback and adaptability in enhancing communication effectiveness.

Moreover, WAHS has organized various family engagement events on-campus and virtually via Zoom. This speaks to its flexibility and commitment to accessibility, ensuring that all family members have opportunities to participate, regardless of their physical location or schedule constraints. The transition periods and continued engagement challenges post-pandemic have led WAHS to re-evaluate and continuously improve its communication strategies. In response to the difficulties faced in engaging families effectively, WAHS plans comprehensive training for the new communication platform at the start of the year, with additional sessions scheduled throughout to ensure all staff are well-equipped to use the new tools effectively.

Feedback from families has been instrumental in shaping WAHS' approach. Families actively participating in WAHS' initiatives have preferred in-person events and recommended conducting surveys to determine optimal times for hosting such events to maximize participation. This direct feedback loop has encouraged WAHS to consider more personalized and community-tailored engagement strategies moving forward.

In summary, WAHS is making commendable progress in its mission to build and sustain meaningful relationships with families through strategic communication improvements, responsive adaptations to feedback, and a continuous drive to enhance family engagement in their children's educational journeys. This ongoing effort supports student achievement and cultivates a community ethos that values collaboration and inclusivity.

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.

Wallis Annenberg High School (WAHS) is dedicated to strengthening the relationships between school staff and families. However, recent feedback and local data have highlighted key areas where improvements are necessary to enhance communication and engagement effectively.

A primary concern has been the reliability of communication platforms. Reports indicate that not all families receive the school's text messages, which suggests issues with the current tools such as 'Remind.' To address this, the LEA is exploring adopting a multi-channel communication strategy that may include more reliable and accessible platforms, ensuring no family is left uninformed. This exploration is crucial as text messaging remains

the preferred communication method among families, who appreciate its directness and ease of use despite facing challenges with multiple applications.

In response to feedback requesting more tailored scheduling, WAHS plans to survey to determine the most convenient times for families to attend in-person meetings. This initiative reflects a commitment to fostering higher engagement by adapting to the busy lives of the community members, thereby improving attendance and participation in school events.

Moreover, there is a recognized need to simplify the technology used for communication. The complexity of managing multiple applications has been a barrier for many families. Streamlining these into a more integrated and user-friendly system could significantly reduce the burden on families and increase interaction rates.

Professional development for staff will also be a focus area. While our staff excels at interpersonal relationship-building, enhancing their skills in utilizing communication technologies will further empower them to maintain effective relationships with families. Training will be provided on the efficient use of new and existing platforms, ensuring that all staff members are equipped to handle the tools our families interact with daily.

Lastly, establishing a continuous feedback mechanism is essential. This system will enable WAHS to receive ongoing input from families regarding the effectiveness of the communication efforts. Such feedback is invaluable for making timely adjustments to strategies and ensuring they align with the community's evolving needs.

By addressing these focus areas, WAHS aims to build a more connected and responsive educational environment where every family feels valued and engaged. This commitment to improvement and adaptability is key to our mission of fostering a supportive and inclusive community for all our students and their families.

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.

Wallis Annenberg High School (WAHS) is actively working to improve engagement with underrepresented families, recognizing the importance of inclusive communication and participation in our community. To address identified communication barriers, WAHS is transitioning to 'ParentSquare,' a platform chosen for its robust two-way communication capabilities. This move addresses past issues with 'Remind,' where messages failed to reach all families consistently. Comprehensive training on 'ParentSquare' will be provided to all school staff at the beginning of the year to ensure proficiency in engaging effectively with every family.

WAHS plans to conduct a survey to determine the most convenient times for family participation in school meetings and events. This initiative is specifically tailored to accommodate the schedules and needs of underrepresented families, ensuring they have equal opportunities to engage.

Cultural competence and sensitivity training for staff is another critical focus. This training aims to deepen staff understanding of the diverse cultural backgrounds within our community, enhancing their ability to build respectful and trusting relationships with families. It also supports staff in recognizing and valuing each family's unique strengths, cultures, languages, and aspirations.

WAHS is also broadening its communication methods to ensure no family is overlooked due to technological limitations or preferences. While maintaining text messaging, a preferred communication method among families, WAHS ensures that alternative communication methods are accessible for those facing challenges with digital communication.

WAHS is committed to creating a more inclusive and supportive educational environment through these strategies. By enhancing communication, accommodating diverse needs, and fostering cultural competence, WAHS aims to ensure that all families, particularly those who have been underrepresented, feel welcomed and empowered to participate actively in their children's education. These efforts reflect WAHS' dedication to continuous improvement and meaningful engagement with every segment of our community.

## 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 (Limited 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.

At Wallis Annenberg High School (WAHS), building effective partnerships with families is central to our mission of enhancing student outcomes. Our approach to developing these partnerships has been multifaceted. It focuses on equipping educators with the necessary tools to engage with families, empowering parents to support learning at home, facilitating meaningful communication between teachers and families, and ensuring that all families understand and can advocate for their legal rights.

We have prioritized professional development for teachers and principals to strengthen their ability to collaborate with parents. This initiative involves ongoing training sessions that impart strategies and skills for fostering active parental involvement in the educational process. Enhancing our educators' communication capacity ensures that families are not just observers but active participants in their children's education.

Simultaneously, we have been committed to providing families with the resources to extend learning beyond the classroom. Recognizing parents' critical role in reinforcing educational objectives at home, we offer guidance and materials that align with our curriculum. This support helps parents understand what their children are learning and how they can assist in that learning process, thereby making the home an extension of the classroom.

Moreover, we emphasize the importance of regular and constructive interactions between teachers and families. Through scheduled meetings and open lines of communication, families are kept informed about their children's progress and are actively involved in discussions about ways to support educational outcomes. These interactions foster a cooperative spirit and ensure parents and teachers work together to address students' needs.

A key aspect of our family engagement strategy involves supporting families in understanding and exercising their legal rights. We strive to create an environment where transparency and respect are paramount, empowering parents to advocate effectively for their children. This commitment supports individual student success and strengthens our school community.

Through these sustained efforts, WAHS is dedicated to building strong and enduring partnerships with families. These partnerships are vital for creating a supportive educational atmosphere where every student has the opportunity to succeed. As we continue to refine and enhance our strategies, our goal remains to foster an environment where family engagement is not just encouraged but is a fundamental pillar of our educational approach.

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 educational partner input and local data, Wallis Annenberg High School has pinpointed crucial areas for improvement in its efforts to strengthen partnerships with families.

A significant area of focus is enhancing our communication systems. Feedback from families has illuminated a critical issue: not all our messages reach them. This communication gap is problematic, as it prevents families from staying informed about their children's education and school events. Starting next year, we are shifting from the 'Remind' platform to a more effective communication system to address this. Additionally, we plan to amplify our outreach efforts by adding more physical reminders, such as flyers and banners around the school and in community spaces. This dual approach ensures that every family receives the important notifications they need.

Another key improvement area is the scheduling of school events. We recognize the need to accommodate the diverse schedules of our families to increase participation. To better understand the most convenient times for family involvement, we are initiating a survey to gather comprehensive feedback from all our families. This step is critical in aligning our event scheduling with the availability of our community, thereby fostering greater attendance and engagement.

To measure the success of these initiatives, we will closely monitor family participation in school meetings and events. An uptick in attendance will indicate that our new strategies are effective and that more families are engaging with the school.

Through these focused efforts, Wallis Annenberg High School is dedicated to building stronger and more effective partnerships with families. These improvements will foster a more inclusive and supportive school environment and enhance our students' educational outcomes. Our goal is clear: to ensure that every family is actively involved and informed, paving the way for successful and collaborative education experiences.

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.

At Wallis Annenberg High School, we are dedicated to enhancing engagement with our historically underrepresented families, particularly parents of English Learners and working parents who have found it challenging to participate in school activities. Recognizing the unique needs and barriers these groups face, we are taking proactive steps to ensure their involvement in our school community.

To begin, we are conducting a detailed survey to directly gather insights from families on how we can better facilitate their involvement. This survey will help us tailor our strategies to the specific needs of these underrepresented groups, focusing on overcoming barriers such as challenging work schedules and language obstacles.

We have identified the need to improve the organizing and communication of our events. Historically, we've offered various activities to engage families, including back-to-school nights, parent conferences, and casual gatherings like coffee with the principal. Building on this, we plan to provide a comprehensive calendar at the start of each school year, giving families ample time to plan their participation. This approach will help accommodate parents' busy schedules, particularly those juggling multiple jobs.

In addition to refining our event scheduling, we are developing an effective communication campaign. This campaign will notify families about upcoming events and keep them informed about school updates and available resources. Recognizing the diverse communication needs of our community, we are committed to meeting families where they are most accessible, whether through digital platforms or physical materials.

While exploring potential partnerships with external organizations to provide additional support, we also implement feedback mechanisms such as listening sessions and surveys. These tools will allow us to gather ongoing family feedback, ensuring our engagement strategies are responsive and effective.

The success of our efforts will be measured by the increased participation of parents in our school events. A higher turnout at these events will indicate that our new strategies are successfully meeting the needs of underrepresented families, fostering a more inclusive and supportive school environment.

Through these initiatives, Wallis Annenberg High School is committed to building stronger partnerships with all families, ensuring that every family can actively participate in and contribute to their children's educational experience.

### 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 (Limited 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.

We are deeply committed to engaging our community in the decision-making process at Wallis Annenberg High School. Recognizing the importance of diverse perspectives in shaping our educational environment, we have established robust mechanisms to ensure all voices are heard.



We employ a combination of listening sessions and surveys to collect feedback from families, staff, and other stakeholders. Listening sessions provide a dynamic platform for direct engagement, allowing stakeholders to express their thoughts and concerns in an interactive setting. These are complemented by surveys, which extend the opportunity for input to those who cannot attend in-person sessions. This approach ensures inclusivity, accommodating our community's varied schedules and preferences.

A recent example of how we turn stakeholder feedback into action is the implementation of a survey requested by families to determine the most convenient times for them to attend school meetings and events. Community input directly influenced this initiative, highlighting our commitment to responsive and adaptive practices. By aligning our event scheduling with the preferences of our families, we aim to enhance participation and ensure that more community members can engage in meaningful ways.

Through these efforts, Wallis Annenberg High School demonstrates its dedication to fostering an inclusive environment where each stakeholder's input is valued and impactful. As we move forward, we continue to refine our engagement strategies, aiming to strengthen the effectiveness of our decision-making processes and ensure they reflect the needs and aspirations of our diverse 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 Seeking Input for Decision-Making.

At Wallis Annenberg High School, we recognize the importance of enhancing our decision-making processes to ensure all family voices are heard. In response to feedback from our community, we've identified key areas for improvement that focus on increasing engagement and comfort with technology.

A significant concern among our families has been their comfort with the technological tools and platforms we use for communication and decision-making. Many have expressed discomfort and unfamiliarity with these systems. To address this, we are committed to launching workshops designed to help families become proficient with our digital tools. These workshops will offer hands-on training and support, enabling families to engage more confidently and effectively in school activities and feedback opportunities.

Recognizing that digital access might still be a barrier for some, we are exploring various communication methods to reach all families. This includes traditional approaches like phone calls, printed surveys, and face-to-face meetings, ensuring that every family can provide input that best suits their needs.

Furthermore, we are enhancing transparency around how we use the feedback we gather. Families must see how their input directly influences school decisions and policies. By improving this feedback loop, we aim to build trust and encourage more active participation from all stakeholders.

These focused efforts are part of our commitment to creating a more inclusive and responsive environment at Wallis Annenberg High School. By addressing these areas, we hope to foster a robust partnership with all families and ensure their valuable insights help shape a thriving educational 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 Seeking Input for Decision-Making.

At Wallis Annenberg High School, we are dedicated to enhancing the engagement of underrepresented families, particularly working families and families of English Learners (EL), in our decision-making processes. Our recent analysis has highlighted these groups' specific challenges, primarily their availability due to demanding work schedules that often include multiple jobs. This has significantly affected their ability to attend school meetings and events, with typically only 2-9 families participating in our meetings, although celebratory events attract up to 80 families.

To address these challenges and improve engagement, we are taking strategic steps:

**Introducing a Parent Engagement Coordinator:** We plan to hire a Parent Engagement Coordinator focused on bridging the communication gap between the school and our underrepresented families. This role will be crucial in understanding and addressing these families' unique needs and constraints, facilitating more tailored communication and engagement strategies.

**Creating a Comprehensive Parent Calendar:** Recognizing the scheduling challenges our families face, we are developing a Parent Calendar that will outline all family-related events for the year. This initiative will provide families with advance notice of upcoming events, allowing them to plan and increase their chances of participation. By accommodating the busy schedules of our working families, we aim to foster greater involvement in school governance.

**Exploring New Partnerships:** Although specific partnerships are still under consideration, we seek collaborations with external organizations to offer additional support to these families. These partnerships will focus on providing resources that enhance accessibility and engagement, helping to ensure that all voices are heard in our school's decision-making process.

Our efforts will be evaluated based on increased attendance and participation at our events and meetings. Regular feedback sessions and surveys will also play a key role in assessing the effectiveness of our strategies and making necessary adjustments.

Through these initiatives, Wallis Annenberg High School is committed to creating a more inclusive and participatory environment, ensuring that our decisions reflect the diverse needs of our entire 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. Each prompt response is limited 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.
  - WAHS administers a Panorama survey annually to all students, staff (classified and certificated), and parents to assess school connectedness, climate, and safety. Organizationally, there were large gaps between questions about safety and school climate/culture among teachers/staff. 92% of staff feel safe and secure on campus but rate climate and culture relatively low with only 55% favorable responses. Students across all schools within our organization report **high favorability** regarding what the schools value (identity, diversity, and inclusion), while students across all schools within our organization responded **least favorably (57%)** regarding the climate and culture of their school. At WAHS specifically, out of the 10-12 questions asked regarding school climate, culture, and safety, 79% of students, 86% of parents, and 79% of staff members responded favorably.

- **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.
  - Analyzing the specific question, how would you rate the climate and culture of the WAHS campus, survey data shows student ratings as 63% favorable, parent ratings at 75% favorable, and staff ratings at 45% favorable, identifying a need to build the culture and climate at this school. An area of strength is that students (86%), staff (84%), and parents (94%) feel that the school values their identity, values diversity, and inclusivity. To address and support student connectedness and inclusivity, WAHS will implement additional initiatives.
  
- **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.
  - Wallis Annenberg High School will provide all students with the following additional opportunities to engage in learning outside of the classroom to strengthen school conditions and climate to advance student performance and equity:
 

Positive Behavior and Intervention Support (PBIS)

    - student incentives
    - Electronic Hall pass
    - Student Recognition Celebrations

Continue to review the School Safety Plan and revise it as needed.

Administer SEL surveys to students, staff, and parents throughout the year to assess school connectedness, safety, satisfaction, and engagement.

## ***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)**

Currently, WAHS serves 461 students in grades 9-12 that include the following demographics: 99% Hispanic, 1% African American, 14% Students with Disabilities (SWD), 20% English Learners (EL), 0.4% Foster Youth, 1% Homeless, and 99% Socioeconomically Disadvantaged.

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, 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)**

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 UC A-G approved college preparatory electives, Foreign Language, Visual & Performing Arts, as part of the school's high school graduation requirements. WAHS also offers CTE Arts, Media & Entertainment Pathways, and Concurrent enrollment through LA Trade Tech College and Arizona State University. There are no differences in accessibility to courses, across student

groups at Wallis Annenberg High School. Additionally, WAHS has partnered with CSULA's MESA Program to provide students with STEM-based 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)**

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? (response limited to 1,500 characters)**

WAHS has embarked on a transformative journey to address academic needs and accelerate learning, marked by strategic changes and implementations. Transitioning to a 4x4 block schedule has provided new opportunities for students, especially in addressing credit deficiencies and expanding access to diverse Career and Technical Education Pathways (CTE). Our focus on incoming freshmen, particularly in mathematics, involves leveraging tools like NWEA assessments and analyzing students' performance history to provide targeted support. A notable change includes transitioning away from the SUMMIT Platform for credit recovery to APEX Learning, seamlessly integrated into our school schedule, along with Spring Intersession and Summer School programs for credit recuperation. Tutoring opportunities are embedded within the school day, ensuring academic support without disrupting regular learning schedules. Additionally, our Summer Bridge Program, now condensed to a single day based on stakeholder feedback, remains pivotal in facilitating the transition from middle school to high school and fostering a successful high school experience. These actions reflect our dynamic and responsive approach to education, aimed at continually enhancing methods to meet the evolving needs of our students and community.