Wallis Annenberg High

2023–24 School Accountability Report Card

Reported Using Data from the 2023–24 School Year

California Department of Education

Address:	4000 South Main St. Los Angeles, CA , 90037-1022	**Principal:**	David Tran, Head of Academics and Faculty Affairs
Phone:	(323) 235-6343	**Grade Span:**	9-12

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

About This School

David Tran, Head of Academics and Faculty Affairs

 Principal, Wallis Annenberg High

Wallis Annenberg High School, (WAHS) previously known as the Accelerated Charter High School, is a comprehensive school located just south of downtown Los Angeles near the University of Southern California. The school serves approximately 480 primarily Hispanic/Latino and African-American students in grades 9-12.

The staff, students, and parent community of The Accelerated Schools are committed to a high standard of academics and character education. We are proud of our academic success and continue to encourage high academic achievement and positive social behavior.

About Our School

We are extremely excited about this incredible opportunity to lead the WAHS community toward academic excellence and look forward to sharing the journey with our Panther families and staff.

Contact

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

Phone: (323) 235-6343
Email: dtran@accelerated.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Carvalho, Alberto
Email Address	superintendent@lausd.net
Website	www.lausd.org

School Contact Information (School Year 2024–25)

School Name	Wallis Annenberg High
Street	4000 South Main St.
City, State, Zip	Los Angeles, CA , 90037-1022
Phone Number	(323) 235-6343
Principal	David Tran, Head of Academics and Faculty Affairs
Email Address	dtran@accelerated.org
Website	https://www.accelerated.org/our-schools/wahs/
Grade Span	9-12
County-District-School (CDS) Code	19647330100750

School Description and Mission Statement (School Year 2024–25)

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

> **The Wallis Annenberg High School** serves students in 9th through 12th grades and focuses on encouraging students to achieve personal success, a strong sense of self and community, along with a deep appreciation for lifelong learning.
>
> Each student is challenged with a strong focus on becoming mentally and academically prepared to enter – and succeed – in college and beyond.
>
> Ultimately, we prepare our graduates to become independent critical thinkers, decision-makers, and responsible, productive leaders in our community. Many

go on to achieve success at top-tier schools in California and across the
United States.

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Grade 9	130
Grade 10	112
Grade 11	125
Grade 12	94
Total Enrollment	461
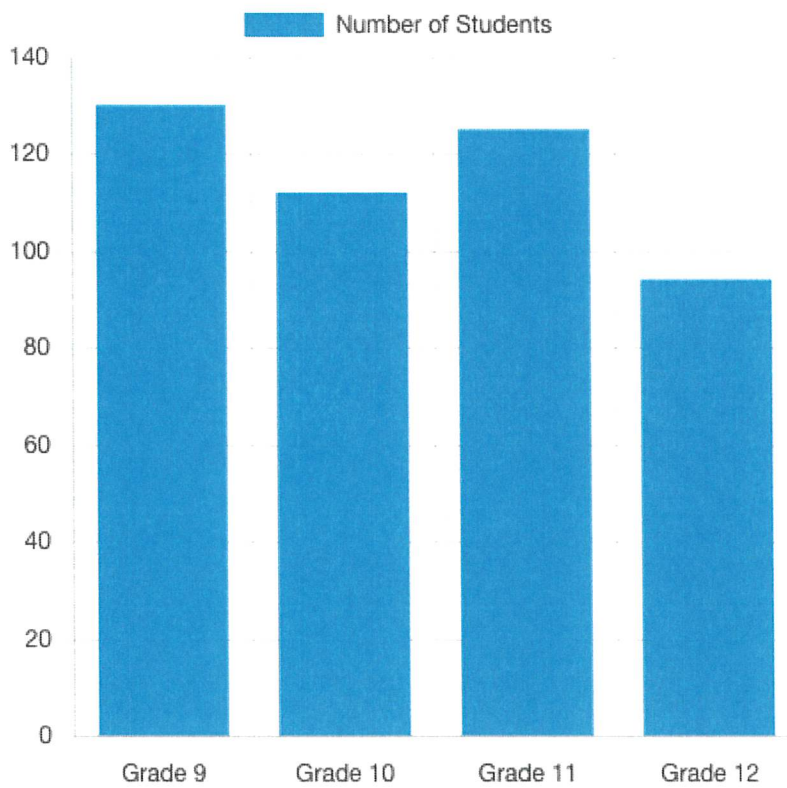
Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment	Student Group (Other)	Percent of Total Enrollment
Female	46.60%	English Learners	20.00%
Male	53.40%	Foster Youth	0.40%
Non-Binary	0.00%	Homeless	1.10%
American Indian or Alaska Native	0.00%	Migrant	0.00%
Asian	0.00%	Socioeconomically Disavantaged	98.90%
Black or African American	1.30%	Students with Disabilities	13.70%
Filipino	0.00%		
Hispanic or Latino	98.70%		
Native Hawaiian or Pacific Islander	0.00%		
Two or More Races	0.00%		
White	0.00%		

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.50	98.08%	22369.20	82.26%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	714.60	2.63%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.50	1.92%	1398.60	5.14%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	1060.30	3.90%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	1651.30	6.07%	18854.30	6.86%
Total Teaching Positions	26.00	100.00%	27194.20	100.00%	274759.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.10	88.64%	23128.20	84.33%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	804.50	2.93%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.80	3.32%	1474.90	5.38%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	1009.60	3.68%	11953.10	4.28%
Unknown/Incomplete/NA	2.00	8.00%	1009.30	3.68%	15831.90	5.67%
Total Teaching Positions	25.00	100.00%	27426.80	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.30	76.28%	22355.10	82.56%	231142.40	100.00%
Intern Credential Holders Properly Assigned	0.80	2.97%	1101.40	4.07%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.00	10.72%	1596.00	5.89%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	1053.60	3.89%	11746.90	4.23%
Unknown/Incomplete/NA	2.80	10.00%	971.50	3.59%	14303.80	5.15%
Total Teaching Positions	27.90	100.00%	27077.80	100.00%	277698	100%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number	2022–23 Number
Permits and Waivers	0.00	0.00	0
Misassignments	0.50	0.80	3
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.50	0.80	3

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number	2022–23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent	2022–23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.50%	3.9%	10.8%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00%	0%	3%

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Wallis Annenberg High School sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. All textbooks and instructional materials used within the school are aligned with the Common Core State Standards. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Instructional materials for each grade are selected from the State's most recent list of standards-based materials.

Year and month in which the data were collected: November 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Gradient Learning Platform: O'dell & ERWC	0
Mathematics	Gradient Learning Platform: Illustrative Math	0
Science	Gradient Learning Platform: Open Science Education	0
History-Social Science	Gradient Learning Platform: DBQ Project	0
Foreign Language	Vista Learning	0
Health	N/A	0
Visual and Performing Arts	Glencoe	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

Our facility is well-maintained due to efforts of the custodial and maintenance team lead by our Director of Facilities. Any needed repairs are completed in a timely manner. All areas of the campus are inspected on an ongoing basis. The school also conducts semi-annual maintenance projects such as painting, waxing floors, cleaning carpets and deep cleaning of classrooms, gyms, multi-purpose rooms and offices.

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: January 2025

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2025

Overall Rating	Exemplary

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
English Language Arts / Literacy (grades 3-8 and 11)	46%	52%	41%	43%	46%	47%
Mathematics (grades 3-8 and 11)	27%	17%	29%	32%	34%	35%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	125	120	96.00%	4.00%	52.10%
Female	67	64	95.52%	4.48%	52.38%
Male	58	56	96.55%	3.45%	51.79%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	123	118	95.93%	4.07%	52.99%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	0	0	0%	0%	0%
English Learners	26	24	92.31%	7.69%	8.33%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	85	82	96.47%	3.53%	57.32%
Students Receiving Migrant Education Services	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students with Disabilities	14	14	100.00%	0.00%	28.57%

Note: ELA test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	125	119	95.20%	4.80%	16.81%
Female	67	64	95.52%	4.48%	15.63%
Male	58	55	94.83%	5.17%	18.18%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	123	117	95.12%	4.88%	17.09%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	0	0	0%	0%	0%
English Learners	26	24	92.31%	7.69%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	85	81	95.29%	4.71%	19.75%
Students Receiving Migrant Education Services	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students with Disabilities	14	14	100.00%	0.00%	7.14%

Note: Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
Science (grades 5, 8, and high school)	12.26%	20.93%	20.46%	21.89%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	91	86	94.51%	5.49%	20.93%
Female	41	38	92.68%	7.32%	23.68%
Male	50	48	96.00%	4.00%	18.75%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	91	86	94.51%	5.49%	20.93%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	0	0	0%	0%	0%
English Learners	12	11	91.67%	8.33%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	59	55	93.22%	6.78%	16.36%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs (School Year 2023–24)

Graphic Design and Film Production (each are 2-year Programs)

Career Technical Education (CTE) Participation (School Year 2023–24)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	226
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	89.13%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2023–24)
Percentage of Students Participating in each of the five Fitness Components

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students who meet or exceed the standards in all six fitness areas are considered to be physically fit or in the Healthy Fitness Zone (HFZ).

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	95%	96%	96%	95%	95%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2024–25)

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

Parent Advisory Committee (PAC) Meetings are held on an ongoing basis to provide more detailed information on requested topics such as safety, CAASPP results, health, or academic intervention. After the presentations are delivered, the forum is opened up to questions and answers.

Parents are encouraged to become part of the school environment through volunteering. Opportunities exist for parents to participate both in and out of the classroom environments WAHS has a vibrant culture of volunteerism and parents can be found on campus each day.

Both the Parent Advisory Committee and the English Learner Advisory Committee are parent groups where the participants either make decisions about or advise the school administration on the various categorical programs.

Parents are invited to Back-To-School Night each Fall so that they can experience firsthand what their children have to look forward to each day. Parents also have asked to spend time in each of the students' classrooms so they also follow a bell schedule to visit classrooms during this time. Each classroom teacher gives a brief presentation consisting of an overview of the curricular content as well as expectation for completing the course successfully.

At the end of the Spring semester, parents are invited to attend Open House.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

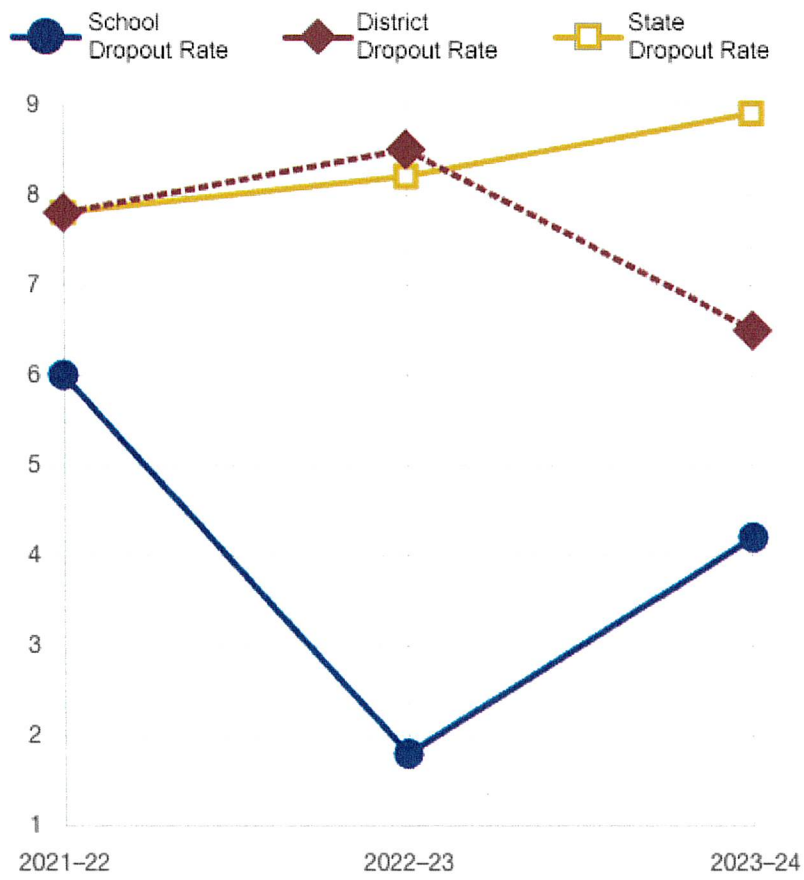**Graduation Rate and Dropout Rate (Four-Year Cohort Rate)**

Indicator	School 2021–22	School 2022–23	School 2023–24	District 2021–22	District 2022–23	District 2023–24	State 2021–22	State 2022–23	State 2023–24
Graduation Rate	82.8%	95.5%	94.8%	87.4%	86.1%	88.5%	87%	86.2%	86.4%
Dropout Rate	6%	1.8%	4.2%	7.8%	8.5%	6.5%	7.8%	8.2%	8.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates

Dropout Rates

Legend:
- School Dropout Rate
- District Dropout Rate
- State Dropout Rate
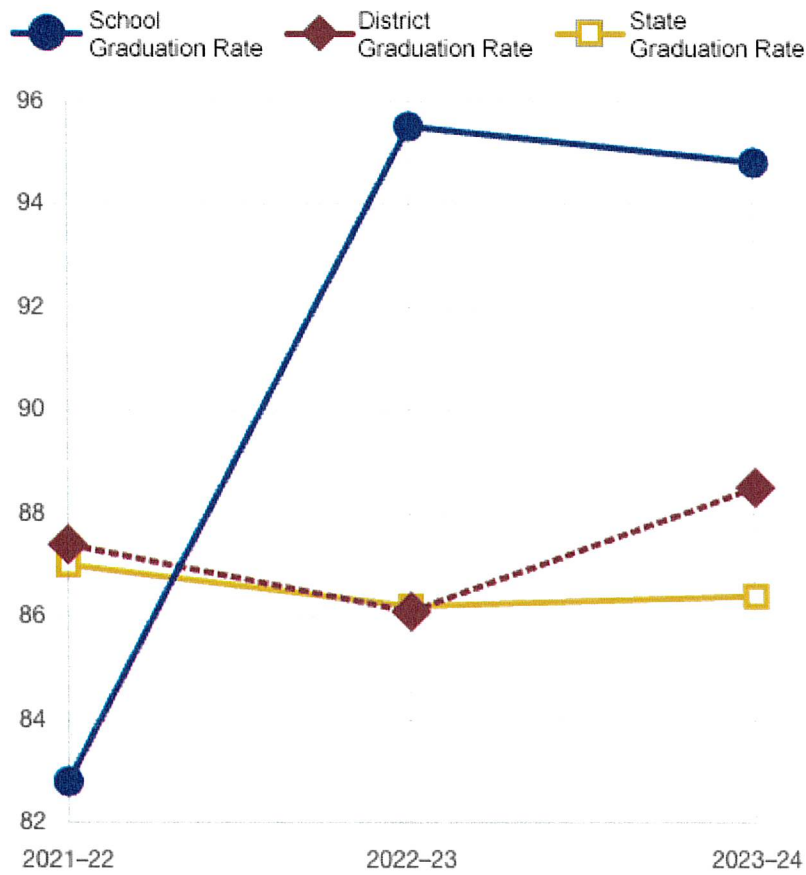
Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	96	91	94.8%
Female	42	40	95.2%
Male	54	51	94.4%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	0	0	0.00%
Black or African American	0	0	0.00%
Filipino	0	0	0.00%
Hispanic or Latino	96	91	94.8%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	0	0	0.00%
White	0	0	0.00%
English Learners	23	20	87.0%
Foster Youth	0.0	0.0	0.0%
Homeless	--	--	--
Socioeconomically Disadvantaged	96	91	94.8%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	14	13	92.9%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2023–24)

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a "chronic absentee". Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district.

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	469	459	135	29.4%
Female	222	214	70	32.7%
Male	247	245	65	26.5%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	463	453	132	29.1%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	94	91	28	30.8%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	462	454	135	29.7%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	65	62	28	45.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2021–22	School 2022–23	School 2023–24	District 2021–22	District 2022–23	District 2023–24	State 2021–22	State 2022–23	State 2023–24
Suspensions	1.19%	0.42%	2.13%	0.46%	0.55%	0.60%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.02%	0.02%	0.02%	0.07%	0.08%	0.07%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.13%	0%
Female	2.25%	0%
Male	2.02%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	0%	0%
Filipino	0%	0%
Hispanic or Latino	2.16%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	0%	0%
English Learners	5.32%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	2.16%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	3.08%	0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2024–25)

The school safety and security team are in constant communication with administration and local law enforcement. In the event of any unforeseen situation on campus, parents are notified through the Parent Square system. Emergency supplies are refreshed as needed, and campus facilities staff ensures that they are in compliance and accessible at a moment's notice.

The campus Health Services Coordinator provides ongoing training for the entire staff on topics such as Glucagon administration and EpiPen usage. Each year the safety plan is presented to the school's governing board for approval.

Parents are also updated on the safe school plan during a school wide parent meeting. Copies are provided in the front office and the plan is also posted on the school's website. The school staff is updated as well at a faculty meeting that occurs at the beginning of each school year.

Various emergency drills occur throughout the school year to provide everyone with the opportunity to practice and to allow the site and District Administrators to identify any improvements and/or revisions that need to be made to the comprehensive plan.

The Accelerated Schools Comprehensive Safety Plan is annually reviewed, updated, and discussed with staff and students in August of each school year. Key Components of the safety plan are as follows:

- Vision, Mission, Commitment to Equity
- Assessment of the Current Status of School and LAUSD Crime
- Appropriate Programs and Strategies that Provide School Safety
- Child Abuse Reporting Procedures
- Disaster and Emergency Response Procedures
- Response and Commander Team Responsibilities and duties
- Additional Emergency Information

Initial Response to Emergencies Earthquake
Shelter-In-Place Lockdown Evacuate Building
Off-Site Evacuation All Clear
Emergency Procedures Emergency Phone Numbers
Suspension and Expulsion Policies
Procedures for Notifying Teachers about Dangerous Pupils
Discrimination and Harassment Policy
Dress Code
Procedures for Safe Ingress and Egress from School Procedures to Ensure a Safe and Orderly Environment Rules and Procedures on School Discipline
Bullying Prevention Policies and Procedures

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	23.00	4	13	
Mathematics	24.00	14	10	5
Science	24.00	2	9	
Social Science	25.00	6	9	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	20.00	13	15	0
Mathematics	20.00	16	14	0
Science	20.00	7	9	0
Social Science	19.00	10	9	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	23.00	12	14	
Mathematics	22.00	13	13	
Science	23.00	2	6	
Social Science	24.00	5	9	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	153.67

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Student Support Services Staff (School Year 2023–24)

It is the goal of Wallis Annenberg high School to assist students in their social and personal development as well as in academics.

The school provides special attention to students who experience achievement or behavioral difficulty.

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.00
Social Worker	1.00
Nurse	1.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	
Other**	0.00

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$22180.00	$4513.00	$17667.00	$74720.00
District	N/A	N/A	--	$85275.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$10770.62	$94625.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Types of Services Funded (Fiscal Year 2023–24)

WAHS finances SAT prep for all juniors, AP training for teachers, APEX credit recovery programs, additional online educational software licenses, additional educational services for all eligible students, and English Language Development training for teachers in preparation for the ELPAC assessment.

Teacher and Administrative Salaries (Fiscal Year 2022–23)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$52399.00	$56572.74
Mid-Range Teacher Salary	$83696.00	$87185.69
Highest Teacher Salary	$103915.00	$119664.66
Average Principal Salary (Elementary)	$130400.00	$148486.09
Average Principal Salary (Middle)	$143735.00	$154835.19
Average Principal Salary (High)	$147353.00	$170007.96
Superintendent Salary	$440000.00	$338699.13
Percent of Budget for Teacher Salaries	24.89%	31.41%
Percent of Budget for Administrative Salaries	4.73%	4.86%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.
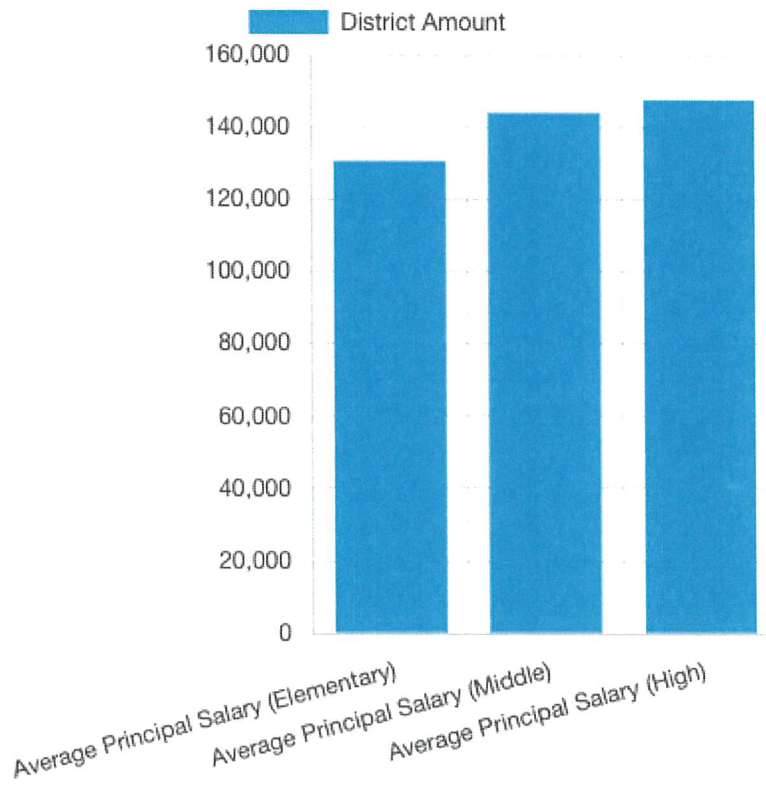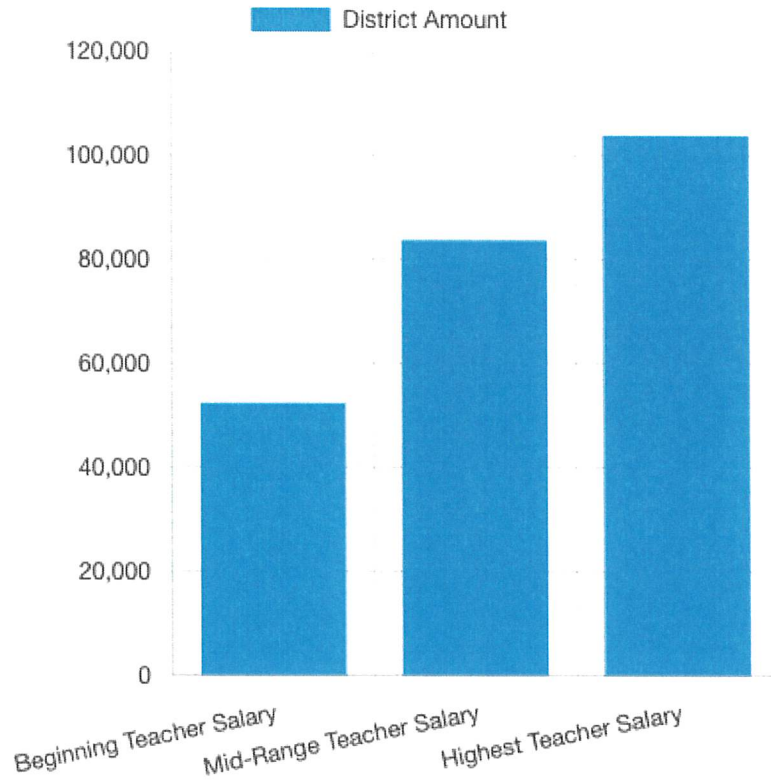
Advanced Placement (AP) Courses (School Year 2023–24)

Percent of Students in AP Courses 27.6 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	2
Mathematics	2
Science	0
Social Science	1
Total AP Courses Offered*	7

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

Professional Development

Professional development within the school addresses the individual needs of teachers and students as well as broader school concerns.

Both the site leaders and district level leads provide Professional Development in all content areas using a variety of models, such as Collaborative Learning Rounds, PLC, Staff Meetings, and more.

Professional Development includes, but is not limited to: English Language Arts, English Language Development, Writing, Math, MTSS, Special Education, and SBAC.

Professional Development is also conducted through coaching, modeling lessons, and Instructional Classroom Walk Throughs with feedback.

Measure	2022–23	2023–24	2024–25
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10