



Board of Education Report

File #: Rep-146-25/26, **Version:** 1
In Control: Charter Schools Division

Agenda Date: 11/17/2025

Approval of the Renewal Petition for Wallis Annenberg High [PUBLIC HEARING] Charter Schools Division

Brief Description:

(Approval of the Renewal Petition for Wallis Annenberg High) Recommends approval of the renewal petition for Wallis Annenberg High, a Start-Up Independent charter school, located in Board District 5 and Region East, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 600 students in grades 9-12 in each year of the charter term.

Action Proposed:

Approve the renewal petition for Wallis Annenberg High (“Charter School”), a Start-Up Independent charter school, located in Board District 5 and Region East, for five (5) years, beginning July 1, 2026 until June 30, 2031, to serve up to 600 students in grades 9-12 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:

Wallis Annenberg High is a 9-12 school currently serving 483 students on a District site pursuant to a lease agreement at 4000 S. Main St., Los Angeles, CA, 90037 in Board District 5 and Region East. Wallis Annenberg High was originally approved by the LAUSD Board of Education on March 25, 2003. On March 6, 2018, the charter school was renewed for a five-year term to serve 600 students in grades 9-12. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Wallis Annenberg High expires June 30, 2026.

On August 21, 2025, Wallis Annenberg High submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through November 19, 2025.

An initial Public Hearing was held on October 14, 2025.

Based on a comprehensive review and assessment of Charter School’s renewal petition application and its record of performance, staff has determined that Charter School has met the requirements for renewal and therefore recommends approval of the renewal petition.

Due Diligence:

Current Wallis Annenberg High governing board members completed questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. A confidential due diligence review of the charter school and its governing organization, school leader and financial manager, was performed by the Office of the Inspector General, and to the extent any material concerns were identified by the Office of the

Inspector General, such information was forwarded to District staff for further assessment.

Statutory Framework and Criteria for Renewal:

A charter school must demonstrate that it is eligible for a renewal of its charter by meeting specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

Criterion 1: The Charter Schools Act provides that renewals are governed by the standards and criteria described in Education Code section 47605 applicable to initial petitions. The first criterion considered in reviewing a renewal petition requires an analysis of the following:

- Whether the petition includes a sound educational program;
- Whether the petition contains a reasonably comprehensive description of the 15 elements required for petitions;
- Whether the petition contains an affirmation of each of the conditions described in Education Code section 47605(e); and
- Whether the charter school is demonstrably unlikely to successfully implement the program set forth in the petition. Education Code section 47607(b) provides that renewals are governed by the standards and criteria described in section 47605 applicable to initial petitions. (The Board may not consider the community impact analysis or District fiscal analysis in determining whether to grant or deny a renewal petition).

Criterion 2: The Board is required to consider the charter school's performance on the California School Dashboard accountability indicators. Education Code sections 47607 and 47607.2 prescribe three-tiers of performance classification in which a charter school falls within one of the following categories - "high," "middle," or "low." The three-tier classification considers a charter school's performance on the California School Dashboard accountability indicators, with an emphasis on the measurements of academic performance.

Criterion 3: Notwithstanding Criterion 1 and 2, the Board must also consider whether the charter school's enrollment or dismissal practices are discriminatory as grounds for nonrenewal. (Ed. Code, § 47607(e).) Additionally, the Board considers whether the charter school has substantial fiscal or governance factors as grounds for nonrenewal. (Ed. Code, § 47607(e).)

Expected Outcomes:

Charter School is expected to operate its school in a manner consistent with Board action, policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms and conditions set forth in Charter School's petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the charter petition.

Board Options and Consequences:

"Yes" - If the Board adopts the recommendation of approval of the renewal charter petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2026.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal charter petition, Charter School would not be authorized to continue operations as a charter school. The petitioners may appeal a denial to Los Angeles County Board of Education. If the petition is approved on

appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 146-25/26, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education's adopted written findings of fact for the denial of Charter School renewal petition.

Policy Implications:

All provisions in the FSDRL shall be consistent with and be governed by all applicable legal and District policy requirements. To the extent any inconsistency may exist between any provision contained in the FSDRL and any applicable legal and District policy requirement, those applicable legal and District policy requirements shall control and the FSDRL shall be updated accordingly.

Budget Impact:

State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(d), a chartering authority that grants a charter to a charter school to be operated as or by a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school, if the chartering authority has complied with all oversight responsibilities required by law including, but not limited to, those required by Education Code section 47604.32 and Education Code section 47605(m). As the chartering authority, the District will continue to monitor and evaluate the charter school's fiscal condition and operations, and management of public funds, including review of all legally required fiscal reports, and the annual update of the charter school's LCAP. (Ed. Code, §§ 47604.32, 47604.33, 47606.5.) Any significant modifications to the charter school's charter or operations that raise financial implications would require a material revision prior to implementation. Charter schools are expected to secure and maintain all insurance coverage consistent with all applicable legal, District and charter requirements.

Charter School has selected to join the LAUSD Special Education Local Planning Area (SELPA) Option 3. Charter School's fair share contribution to special education will be 10% of the charter school's AB 602 (rate includes Base, Cost-of-Living Adjustment (COLA), and Growth/Decline reduced by the amount withheld for Program Specialist/Regionalized Services) and Federal IDEA revenues. This amount will be paid from Charter School's Local Control Funding Formula ("LCFF") funds or other unrestricted revenue sources and will be allocated to support the existing District-wide administration of special education supports and services. The amount withheld by the District from the Program Specialist/Regionalized Services in fiscal year will continue to be withheld and adjusted annually for COLA. An additional 10% of special education revenues will be retained by the District and allocated as directed by the Advisory Board and members of the LAUSD SELPA Option 3, with the leadership of the Director, Charter Operated Programs. These funds will be used to support the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and, to create and implement new programs that serve students in charter schools. If Charter School does not spend their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent special education funds of the previous fiscal year.

In addition to the payments required under this option, Charter School may request specific special education related services from the District through fee-for-service arrangements that will reflect the calculated cost of the requested services and will be contingent on the District's available resources.

Any change in the Option election that occurs during Charter School's charter term shall be mutually agreed upon and addressed in a Memorandum of Understanding (MOU) between the charter school and the District. The new Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

Student Impact:

As stated in the LAUSD Policy and Procedures for Charter Schools, "[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools," (Policy, p.3). Based on a comprehensive review and assessment of Charter School's renewal petition application, staff has determined that Charter School has met the requirements for charter school approval.

Issues and Analysis:

If all applicable pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda to the extent consistent with the Charter Schools Act and the LAUSD Policy and Procedures for Charter Schools.

Attachments:

Attachment A - Staff Assessment and Recommendation Report
Attachment B - Wallis Annenberg High Data Set
Attachment C - Wallis Annenberg High RSM Data
Attachment D - Desegregation Impact Statement

Budget, Petition, and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:

https://drive.google.com/drive/folders/14Lb3wwLsQW0_NAnmvusLw_t838r9AzkM?usp=sharing

Submitted:

10/23/25

RESPECTFULLY SUBMITTED,

APPROVED & PRESENTED BY:

ALBERTO M. CARVALHO
Superintendent

CAROLYN SPAHT GONZALEZ
Chief Strategy Officer
Office of the Chief Strategy Officer

REVIEWED BY:

APPROVED & PRESENTED BY:

DEVORA NAVERA REED
General Counsel

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Office of the Chief Strategy Officer

___ Approved as to form.

REVIEWED BY:

APPROVED & PRESENTED BY:

KURT JOHN
Deputy Chief Financial Officer

MARLA WILLMOTT
Director
Charter Schools Division

___ Approved as to budget impact statement.

ATTACHMENT A
STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 146-25/26
November 17, 2025

School Name:	Wallis Annenberg High		BOARD IS REQUIRED TO TAKE ACTION BY: November 19, 2025
Type of Charter School:	Start-Up Independent Charter School		
Charter Operator	The Accelerated Schools		
Location Code:	8828		
Type of Site(s):	District - Lease Agreement		
Site Address(es):	4000 S. Main St., Los Angeles, CA 90037		
Board District(s):	5	Region(s):	East
Grade Levels Served:	9-12	Current Enrollment:	483
Grade Levels Authorized in Current Charter:	9-12	Approved Enrollment in Current Charter:	600
CONSIDERATION:	Renewal		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2025 CLASSIFICATION)	Middle Performing		
STAFF RECOMMENDATION:	Approval for a five (5)-year term (2026-2031)		
PROPOSED BENCHMARKS:	None		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Wallis Annenberg High (“WAHS” or “Charter School”), located in Board District 5 and Region East, for a term of five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 600 students in grades 9-12 in each year of the charter term.

II. RENEWAL REQUIREMENTS

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in Education Code sections 47605, 47607, 47607.2, and 47611.5.

Criteria for Charter School Renewal and Grounds for Nonrenewal

As part of staff’s holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal of its charter under the specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
These criteria have been determined not to be bases for denial.
- **Criterion 2:** Is the charter school “high,” “middle,” or “low” performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?
These criteria have been determined not to be bases for denial.
- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)
These criteria have been determined not to be bases for denial.

Charter Petition Requirement:

In accordance with Education Code section 47611.5, a charter school charter shall contain a declaration regarding whether or not the charter school shall be deemed the exclusive public school employer of the employees at the charter school for the purposes of Section 3540.1 of the Government Code, and that declaration shall not be materially inconsistent with the charter.

- Does the petition contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school?
This requirement has been determined not to be a basis for denial.

III. GENERAL SCHOOL INFORMATION

A. School History

	Wallis Annenberg High
Initial Authorization:	On March 25, 2003, Wallis Annenberg High (formerly named Accelerated High School) was authorized by the LAUSD Board of Education to serve 360 students in grades 9-12.
Most Recent Renewal	<p>The charter was renewed on March 6, 2018 for a five-year term (July 1, 2018 - June 30, 2023) to serve up to 600 students in grades 9-12.</p> <p>Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Wallis Annenberg High expires June 30, 2026.</p>
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	<p>On March 6, 2018, as part of the school’s most recent renewal, the LAUSD Board of Education issued the following academic benchmarks to Wallis Annenberg High:</p> <ol style="list-style-type: none"> 1. WAHS shall achieve and maintain an annual reclassification rate of English Learners that equals or exceeds the District rate in each year of the charter term. 2. WAHS shall achieve academic growth of at least one performance level per academic year on the English Learner Progress performance indicator on the California School Dashboard, as reported by the California Department of Education (CDE), with the goal of achieving and maintaining the “Green” performance level or higher on this indicator. <p>Please see the “Additional Information” section below.</p>
Submission of Renewal Petition Application:	Wallis Annenberg High submitted its renewal petition application on August 21, 2025. The 90-day statutory timeline for Board action on the petition runs through November 19, 2025.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Wallis Annenberg High implements its own Master Plan for English Learners and Standard English Learners.

	Wallis Annenberg High
Special Education SELPA	Wallis Annenberg High participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Wallis Annenberg High is operated by The Accelerated Schools, a California nonprofit public benefit corporation that also operates two other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

Wallis Annenberg High has been identified by the state as a Middle performing charter school. The recommendation for renewal has considered the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard, and whether there was clear and convincing verified data evidence showing the school demonstrated measurable increases in academic achievement, as defined by at least one year’s progress in each year in school, and/or strong postsecondary outcomes, as applicable.

Overall, Charter School’s Dashboard performance was higher than the state in ELA, but lower in Math, and on the English Language Progress Indicator (ELPI) and College/Career Indicator (CCI). The charter school provided two years of verified data demonstrating one year’s progress for All Students and all student groups in 2023-2024 and 2024-2025, in Math. However, there are noted concerns with participation rates. Further analysis in Math and ELPI demonstrated higher outcomes for the charter school when compared to Resident Schools.

Please see the Wallis Annenberg High data sets and Verified Data Reports.

b. Measurements of Academic Performance on the California School Dashboard

Due to the COVID-19 pandemic, the 2022 Dashboard only displayed one year of data (also known as Status). Status Levels are reported based on the 2021-2022 school year data using one of five Status Levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status Levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Below, the 2023 and 2024 Dashboard Performance Levels (colors) based on two years’ data are provided.

Wallis Annenberg High Dashboard Indicators

School Year	ELA	Math	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
2021-2022	Very Low	Very Low	Very Low	Not Applicable	Not Applicable	Medium	Low
2022-2023	Yellow	Yellow	Green	Low	Not Applicable	Blue	Blue
2023-2024	Green	Orange	Orange	Green	Not Applicable	Green	Orange

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

c. English Language Arts Indicator

In 2022 in English Language Arts (ELA), the charter school’s Distance from Standard (DFS) was lower than the state for All Students, and lower than the state for both numerically significant student groups. In 2023 in ELA, the charter school’s DFS was lower than the state for All Students, and higher than the state for both numerically significant student groups. In 2024 in ELA, the charter school’s DFS was higher than the state for All Students, and higher than the state for two of three numerically significant student groups.

Wallis Annenberg High - English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Not Met	Very Low	-82.8	Low	-12.2	Lower
Latino	Not Met	Very Low	-86.5	Low	-38.6	Lower
Socioeconomically Disadvantaged	Not Met	Very Low	-86.5	Low	-41.4	Lower

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

Wallis Annenberg High - English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Yellow	-14.9	68.4	Orange	-13.6	Lower
Latino	Met	Yellow	-14.6	72.4	Orange	-40.2	Higher
Socioeconomically Disadvantaged	Met	Yellow	-17.4	70.2	Orange	-42.6	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

Wallis Annenberg High - English Language Arts Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Green	10.0	24.9	Orange	-13.2	Higher
Latino	Met	Green	11.6	26.2	Orange	-39.3	Higher
English Learner	Met	No Performance Color	-92.0	35.2	Orange	-67.6	Lower
Socioeconomically Disadvantaged	Met	Green	10.0	27.4	Orange	-40.9	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

d. Math Indicator

In 2022, 2023, and 2024 in Math, the charter school’s DFS was lower than the state for All Students, and lower than the state for all numerically significant student groups.

In order to increase student outcomes in this area, the charter school leaders report increasing Math staffing to reduce class sizes in Algebra 1, Geometry, and Algebra 2, increasing Math instructional minutes by double-blocking Algebra 1, Geometry, and Algebra 2, hiring coaches to support the Math program and teachers, and administering Interim Comprehensive Assessments for grades 9-11 students in addition to the Fall and Spring NWEA MAP assessments.

Wallis Annenberg High – Math Indicator – 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Very Low	-135.0	Low	-51.7	Lower
Latino	Met	Very Low	-135.0	Low	-83.4	Lower
Socioeconomically Disadvantaged	Not Met	Very Low	-134.7	Low	-84.0	Lower

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

Wallis Annenberg High – Math Indicator – 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Yellow	-89.9	45.0	Orange	-49.1	Lower
Latino	Met	Yellow	-89.1	45.9	Orange	-80.8	Lower
Socioeconomically Disadvantaged	Met	Yellow	-93.4	42.3	Yellow	-80.8	Lower

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

Wallis Annenberg High – Math Indicator – 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Orange	-112.8	-22.9	Orange	-47.6	Lower
Latino	Met	Orange	-109.2	-20.1	Orange	-79.2	Lower
English Learner	Met	No Performance Color	-175.9	23.3	Orange	-93.4	Lower
Socioeconomically Disadvantaged	Met	Orange	-112.8	-19.4	Orange	-78.2	Lower

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

e. English Learner Progress Indicator

In 2022 on the English Learner Progress Indicator (ELPI), the charter school’s English Learner Progress Rate was lower than the state. In 2023 on the ELPI, the charter school’s English Learner Progress Rate was higher than the state. In 2024 on the ELPI for English Learner Progress Rate for English Learner and Long-term English Learner student groups was lower than the state’s rates.

In order to increase student outcomes in this area, charter school leaders report adopting a new curriculum for the English Language Development (ELD) 1 course focused on speaking and listening skills, providing academic tutors in designated ELD courses to provide push-in supports targeting newcomers and Long-term English Learners, and providing small English Language Proficiency Assessment for California (ELPAC) testing groups for targeted students who showed a decline in ELPI levels from the prior year.

Wallis Annenberg High - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Not Met	Very Low	31.7%	Medium	50.3%	Lower

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

Wallis Annenberg High - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Green	49.4%	23.4%	Yellow	48.7%	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

Wallis Annenberg High - English Learner Progress Indicator - 2023-2024

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Orange	41%	-8.4%	Orange	45.7%	Lower
Long Term English Learner	Met	Orange	45.2%	-9.1%	Orange	45.8%	Lower

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

f. College/Career Indicator

The College/Career Indicator was not reported on the 2022 Dashboard. In 2023, the charter school's percentage of students prepared was lower than the state for All Students and for both numerically significant student groups. In 2024, the charter school's percentage of students prepared was lower than the state for All Students and higher than the state for both numerically significant student groups.

Wallis Annenberg High - College/Career Indicator - 2022-2023

Student Group	Charter Level	Charter Prepared	State Level	State Prepared	Charter to State Comparison
All Students	Low	30.6%	Medium	43.9%	Lower
Latino	Low	30.8%	Medium	35.5%	Lower
Socioeconomically Disadvantaged	Low	30.6%	Medium	35.4%	Lower

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

Wallis Annenberg High - College/Career Indicator - 2023-2024

Student Group	Charter Level	Charter Prepared	Charter Change	State Level	State Prepared	Charter to State Comparison
All Students	Green	39.6%	9.0	Yellow	45.3%	Lower
Latino	Green	39.6%	8.7	Yellow	37.4%	Higher
Socioeconomically Disadvantaged	Green	39.6%	9.0	Yellow	37.4%	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

g. Chronic Absenteeism Indicator

Not applicable

h. Graduation Indicator [HS only]

In 2022, the charter school's percentage of graduated students was lower than the state for All Students and for both numerically significant student groups. In 2023 and 2024, the charter school's percentage of graduated students was higher than the state for All Students and for both numerically significant student groups. Wallis Annenberg High's students must meet A-G requirements with a grade of "C" or better.

i. Suspension Rate Indicator

In 2022 and 2023, the charter school’s percentage of students suspended at least once was lower than the state for All Students, and for all numerically significant student groups. In 2024, the charter school’s percentage of students suspended at least once was lower than the state for All Students, and for four of five numerically significant student groups.

j. Dashboard Local Indicators

Staff also considered the Local Indicators (e.g., Basic: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; Access to a Broad Course of Study) which have all been reported as “Met” in 2023 and 2024.

k. Additional Information

WAHS teachers are represented by United Teachers Los Angeles. Classified staff are represented by SEIU-Local 99.

As noted above, Wallis Annenberg High has two (2) benchmarks related to academics in its current term. The following summarizes the outcomes of each benchmark for each of the seven years (2018-2019 through 2024-2025) of the current charter term.

Benchmark 1: *WAHS shall achieve and maintain an annual reclassification rate of English Learners that equals or exceeds the District rate in each year of the charter term.*

Benchmark 1: English Learner Reclassification Rate						
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Met	Not Met	Not Met	No Update	No Update	No Update	No Update

Benchmark 1 was met in one year (2018-2019) and not met in two years (2019-2020 and 2020-2021). There was no update for four years (2021-2022, 2022-2023, 2023-2024, and 2024-2025) given official reclassification rates were not available.

Note: Note: Annual benchmark status updates are based on prior year(s) performance outcomes. For example, benchmarks that require performance level growth (as reported for the years in the tables below) are based on available data from the preceding two school years (e.g., 2019-2020 benchmark status is based on 2018 CA Dashboard data and 2019 CA Dashboard data). As CA Dashboard data is unavailable for the 2019-2020 and 2020-2021 school years due to statewide assessment disruptions caused by the COVID-19 pandemic, “No Update” is indicated for applicable benchmarks for 2020-2021 and 2021-2022. Additionally, the state did not issue Performance Level (color) in 2021-2022 due to a single year of available assessment data.

Benchmark 2: *WAHS shall achieve academic growth of at least one performance level per academic year on the English Learner Progress performance indicator on the California School Dashboard, as reported by the California Department of Education (CDE), with the goal of achieving and maintaining the “Green” performance level or higher on this indicator.*

Benchmark 2: English Learner Progress						
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
No Performance Color	No Performance Color	No Update	No Update	No Performance Color	Met	Not Met

Benchmark 2 was met in one year (2023-2024) and not met in one year (2024-2025). There was No Performance Color in three years (2018-2019, 2019-2020, and 2022-2023), and no update in two years (2020-2021 and 2021-2022).

V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

In accordance with Education Code section 47604.32, the District’s Charter Schools Division (CSD) conducts at least one school site visit each year where the CSD evaluates charter school performance in the following four categories: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; and Fiscal Operations. Charter schools are rated in each category based on information and evidence gathered at the time of the annual performance-based oversight visit following a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. Please see below for Wallis Annenberg High outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2023-2024	<i>Proficient</i>
2024-2025	<i>Accomplished</i>
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2023-2024	<i>Proficient</i>
2024-2025	<i>Proficient</i>
Concerns	No unresolved issues pending

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2023-2024	<i>Developing</i>
2024-2025	<i>Proficient</i>
Concerns	The rating of <i>Developing</i> in 2023-2024 was a result of the charter school’s non-compliance with appropriate credentialing and assignment of certificated employees.

d. Fiscal Operations

Oversight Ratings/Concerns	
2023-2024	<i>Proficient</i>
2024-2025	<i>Accomplished</i>
Concerns	No unresolved issues pending

VI. VERIFIED DATA

Charter schools satisfying the Middle performing criteria may be renewed for a specified term. (Ed. Code, § 47607.2 (b)(7).) A chartering authority must consider, among other requirements, clear and convincing evidence, demonstrated by verified data, showing the charter school’s achieved measurable increases in academic achievement, or strong postsecondary outcomes for the timeframe specified in law. (Ed. Code, § 47607.2(b)(3).)

Charter School provided data from “MAP Growth by NWEA, Grades K-12” (NWEA) *Student Growth Summary Report* in Reading and Math. NWEA is an adopted academic progress indicator approved by the State Board of Education (SBE) to be on the verified data list. Per NWEA, this assessment only reports data disaggregated by grade levels.

Per Education Code section 47607.2 (c)(2), the State Board of Education established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. The *Student Growth Summary Report* provided by Charter School in Reading does not provide a participation rate on the report, however it does include the total number of “growth events¹” on the reports. In 2024-2025 Charter School had a norm enrollment of 486 students and the NWEA Reading report indicates that the school had 459 growth events; and the NWEA Math report had 453 growth events. Thus, the 2024-2025 assessment data does not appear to include at least 95% of eligible students.

Per the California SBE’s May 2023 Agenda Item #02, publisher guidance states, “A CGI range of -0.2 to 0.2 (or greater) could be used as an approximation of one year’s growth (or more) in a subject, as the overall average growth of students would be generally consistent with the amount of growth observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure.”

ELA Reading

Charter School provided data for 2023-2024 and 2024-2025 (Fall to Spring administration) for Grade 9, Grade 10, Grade 11, and Grade 12, and for the following student groups²: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Latino.

The 2024-2025 disaggregated data outcomes are represented in the table below showing overall Grade 9-12, and all student groups in Grade 9, Grade 10, and Grade 11 (English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Latino), and Grade 12 student groups (English Learners, Students with Disabilities, and Latino) Met one year’s progress.

¹ Total Number of Growth Events: The number of students with valid growth-based test events for both terms.

² Student group names that appear on the report may be different than names on the CA Dashboard (e.g., “Students with Disabilities will be labeled as “Special Education” on the NWEA report).

MAP Growth Reading 2024-2025				
Student Groups	Total Number of Growth Events	Map Growth CGI Range	Reading: Conditional Growth Index (CGI)	One Year's Progress
Grade 9	136	-0.2 to 0.2	0.81	Met
English Learners	23	-0.2 to 0.2	0.22	Met
Socioeconomically Disadvantaged	128	-0.2 to 0.2	0.72	Met
Students with Disabilities	11	-0.2 to 0.2	-0.04	Met
Latino	134	-0.2 to 0.2	0.81	Met
Grade 10	112	-0.2 to 0.2	0.80	Met
English Learners	13	-0.2 to 0.2	0.32	Met
Socioeconomically Disadvantaged	109	-0.2 to 0.2	0.79	Met
Students with Disabilities	13	-0.2 to 0.2	0.72	Met
Latino	111	-0.2 to 0.2	0.80	Met
Grade 11	100	-0.2 to 0.2	1.56	Met
English Learners	12	-0.2 to 0.2	2.82	Met
Socioeconomically Disadvantaged	94	-0.2 to 0.2	1.51	Met
Students with Disabilities	15	-0.2 to 0.2	1.05	Met
Latino	98	-0.2 to 0.2	1.61	Met
Grade 12	111	-0.2 to 0.2	1.40	Met
English Learners	13	-0.2 to 0.2	1.68	Met
Socioeconomically Disadvantaged	*	-0.2 to 0.2	*	*
Students with Disabilities	11	-0.2 to 0.2	1.34	Met
Latino	109	-0.2 to 0.2	1.40	Met

Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

Charter School also submitted verified data using NWEA for the 2023-2024 school year. Based on NWEA's CGI range of -0.2 to 0.2, Charter School met the one year's progress for a majority of Grade Levels and for three of the school's four student groups.

MATH

Charter School provided data for Math from "MAP Growth by NWEA, Grades K-12" (NWEA) *Student Growth Summary Report* for 2023-2024 and 2024-2025 (Fall to Spring administration) for Grade 9, Grade 10, Grade 11, and Grade 12, and for the following student groups³: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Latino.

³ Student group names that appear on the report may be different than names on the CA Dashboard (e.g., "Students with Disabilities will be labeled as "Special Education" on the NWEA report).

The 2024-2025 disaggregated data outcomes are represented in the table below showing overall Grade 9-12, and Grade 9 student groups (English Learners, Socioeconomically Disadvantaged, and Latino), Grade 10 student groups (Socioeconomically Disadvantaged, Students with Disabilities, and Latino), Grade 11 student groups (English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Latino), and Grade 12 student groups (English Learners, Students with Disabilities, and Latino) Met one year's progress.

MAP Growth Math 2024-2025				
Total Number of Growth Events	Total Number of Growth Events	Map Growth CGI Range	Math: Conditional Growth Index (CGI)	One Year's Progress
Grade 9	134	-0.2 to 0.2	0.24	Met
English Learners	23	-0.2 to 0.2	-0.06	Met
Socioeconomically Disadvantaged	126	-0.2 to 0.2	0.11	Met
Students with Disabilities	11	-0.2 to 0.2	-1.00	Not Met
Latino	132	-0.2 to 0.2	0.24	Met
Grade 10	109	-0.2 to 0.2	-0.12	Met
English Learners	13	-0.2 to 0.2	-0.63	Not Met
Socioeconomically Disadvantaged	106	-0.2 to 0.2	-0.11	Met
Students with Disabilities	13	-0.2 to 0.2	0.36	Met
Latino	108	-0.2 to 0.2	-0.09	Met
Grade 11	100	-0.2 to 0.2	1.64	Met
English Learners	12	-0.2 to 0.2	0.95	Met
Socioeconomically Disadvantaged	94	-0.2 to 0.2	1.64	Met
Students with Disabilities	15	-0.2 to 0.2	0.95	Met
Latino	98	-0.2 to 0.2	1.60	Met
Grade 12	110	-0.2 to 0.2	0.69	Met
English Learners	12	-0.2 to 0.2	0.01	Met
Socioeconomically Disadvantaged	*	-0.2 to 0.2	*	*
Students with Disabilities	11	-0.2 to 0.2	0.23	Met
Latino	108	-0.2 to 0.2	0.72	Met

Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

Charter School also submitted verified data using NWEA for the 2023-2024 school year. Based on NWEA's CGI range of -0.2 to 0.2, Charter School met the one year's progress for all Grade Levels and for all four of the school's student groups.

Based on the review and consideration of verified data, Wallis Annenberg High included two years of data, including grade levels Grade 9, Grade 10, Grade 11, and Grade 12, and student group reports (English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Latino) in

Reading and Math. Wallis Annenberg High appears to have not met the 95 percent participation rate based on norm enrollment compared to growth events.

VII. FURTHER ANALYSIS FOR MIDDLE PERFORMING CHARTER SCHOOLS

Following the review of the foregoing performance data for this charter school placing a greater weight on academic performance on the California School Dashboard, and considering Charter School provided two years of verified data, staff determined that the school’s performance in Math requires further review.

Based on the charter school’s performance on California School Dashboard in Math and ELPI; and the submitted verified data by the charter school, Staff conducted a further analysis of Math and ELPI in comparison to the Resident Schools Median (RSM).⁴ As shown in the tables below, when comparing the school to the RSM, WAHS’s data indicates that its student performance on California School Dashboard in 2022, 2023, and 2024, in Math, was higher than the RSM for All Students and for all numerically significant groups. In ELPI, WAHS’s data indicates that its student performance on California School Dashboard in 2023 and 2024 was higher than the RSM.

Resident Schools Analysis
Math RSM Comparison

Wallis Annenberg High 2021-2022 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	Number of Students with Scores	Charter Status Level	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Status Level	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	108	Very Low	-135.0	2,766	Very Low	-168.1	Higher
Latino	105	Very Low	-135.0	2,437	Very Low	-161.7	Higher
Socioeconomically Disadvantaged	104	Very Low	-134.7	2,719	Very Low	-168.9	Higher

Data Sources: California School 2022 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

Wallis Annenberg High 2022-2023 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	92	Yellow	-89.9	2,528	Orange	-139.4	Higher
Latino	91	Yellow	-89.1	2,196	Orange	-137.2	Higher
Socioeconomically Disadvantaged	91	Yellow	-93.4	1,968	Orange	-139.8	Higher

Data Sources: California School 2023 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

⁴ Per LAUSD Policy, a Resident Schools Median analysis is conducted for charter schools classified as Middle performing, when determining whether closure of the charter school is in the best interest of pupils, among other factors.

Wallis Annenberg High 2023-2024 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	118	Orange	-112.8	2,819	Orange	-150.7	Higher
Latino	116	Orange	-109.2	2,511	Orange	-144.5	Higher
English Learner	35	No Color	-175.9	838	Orange	-195.2	Higher
Socioeconomically Disadvantaged	118	Orange	-112.8	2,714	Orange	-150.3	Higher

Data Sources: California School 2024 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

ELPI RSM Comparison

Wallis Annenberg High 2021-2022 English Learner Progress Indicator Medians - CA School Dashboard Indicator							
Student Group	Number of EL Students with a Performance Level in Both the Current and Prior Year	Charter Status Level	Charter Percentage of English Learner making progress towards English proficiency	Resident Number of EL Students with a Performance Level in Both the Current and Prior Year	Resident Schools Median Status Level	Resident Median Percentage of English Learner making progress towards English proficiency	Charter to Resident Schools Median Comparison
English Learner	63	Very Low	31.7%	1,882	Low	42.3%	Lower

Data Sources: California School 2022 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

Wallis Annenberg High 2022-2023 English Learner Progress Indicator Medians - CA School Dashboard Indicator							
Student Group	Number of EL Students with a Performance Level in Both the Current and Prior Year	Charter Performance Level (color)	Charter Percentage of English Learner making progress towards English proficiency	Resident Number of EL Students with a Performance Level in Both the Current and Prior Year	Resident Schools Median Color	Resident Median Percentage of English Learner making progress towards English proficiency	Charter to Resident Schools Median Comparison
English Learner	83	Green	49.4%	2,335	Orange	39.5%	Higher

Data Sources: California School 2023 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

Wallis Annenberg High 2023-2024 English Learner Progress Indicator Medians - CA School Dashboard Indicator

Student Group	Number of EL Students with a Performance Level in Both the Current and Prior Year	Charter Performance Level (color)	Charter Percentage of English Learner making progress towards English proficiency	Resident Number of EL Students with a Performance Level in Both the Current and Prior Year	Resident Schools Median Color	Resident Median Percentage of English Learner making progress towards English proficiency	Charter to Resident Schools Median Comparison
English Learner	83	Orange	41.0%	2,287	Orange	39.9%	Higher
Long Term English Learner	73	Orange	45.2%	915	Yellow	50.6%	Lower

Data Sources: California School 2024 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

VIII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Wallis Annenberg High’s fiscal condition is positive and has been upward trending since the 2021-2022 fiscal year.

	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Unaudited Actuals)
Net Assets	\$14,520,055	\$12,706,035	\$12,889,743	\$14,075,261	\$14,798,071
Net Income/Loss	\$1,398,217	(\$1,814,020) ¹	\$183,708	\$1,185,518	\$722,810
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Norm Enrollment ^A	485	494	467	460	486

¹ According to The Accelerated Schools, the 2021-2022 independent audit report reflected a net loss of (\$1,814,020), primarily attributable to investment losses (\$1,734,132) — consisting of an unrealized loss of (\$2,389,791) partially offset by a realized gain of \$655,659 — as well as the underutilization of one-time COVID-19 funding

^A Wallis Annenberg High reported 483 Norm Enrollment for Fiscal Year 2025-2026. Charter School stated that it plans to increase enrollment through various means, for example, by increasing community engagement. The CSD will continue to monitor Charter School’s student enrollment and financial condition as part of its oversight process.

b. 2023-2024 Independent Audit Report

Audit Opinion: Unmodified/Unqualified
 Material Weaknesses: None Reported
 Deficiencies/Findings: None Reported

Lack of a Going Concern: None Reported

Other Significant Fiscal Information

The financial condition of the charter operator is summarized in the table below.

The Accelerated Schools					
Source: Independent Audit Report for the Year Ending June 30, 2024					
# of Charter Schools		<u>Including</u> related parties and charter schools		<u>Excluding</u> related parties and charter schools	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
3	3	\$88,774,449	\$450,797	\$195,070	\$85,128

Wallis Annenberg High

Board District: 5 | Region: East | Location Code: 8828

CA School Dashboard: Academic Performance - English Language Arts

This report shows the performance levels for the English Language Arts Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "--" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																						
Student Group	Dashboard 2022						Dashboard 2023						Dashboard 2024									
	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	94%	108	-82.8	Very Low	-12.2	Lower	97%	93	-14.9	68.4	Increased Significantly	Yellow	-13.6	Lower	97%	119	10.0	24.9	Increased Significantly	Green	-13.2	Higher
English Learner	83%	28	-171.6	Very Low	-61.2	--	88%	24	-127.2	52.4	Increased Significantly	--	-67.7	--	97%	35	-92.0	35.2	Increased Significantly	--	-67.6	Lower
Latino	94%	105	-86.5	Very Low	-38.6	Lower	97%	92	-14.6	72.4	Increased Significantly	Yellow	-40.2	Higher	97%	117	11.6	26.2	Increased Significantly	Green	-39.3	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	--	--	95%	19	-98.9	70.9	Increased Significantly	--	-109.6	--
Socioeconomically Disadvantaged	94%	104	-86.5	Very Low	-41.4	Lower	97%	92	-17.4	70.2	Increased Significantly	Yellow	-42.6	Higher	97%	119	10.0	27.4	Increased Significantly	Green	-40.9	Higher
Students with Disabilities	89%	9	*	*	-97.3	*	100%	9	*	*	*	*	-96.3	*	100%	14	-66.4	--	--	--	-95.6	--

Data Sources: California School Dashboard Research data files.

Wallis Annenberg High

Board District: 5 | Region: East | Location Code: 8828

CA School Dashboard: Academic Performance - Math

This report shows the performance levels for the Mathematics Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "--" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																						
Student Group	Dashboard 2022						Dashboard 2023							Dashboard 2024								
	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	95%	108	-135.0	Very Low	-51.7	Lower	96%	92	-89.9	45.0	Increased Significantly	Yellow	-49.1	Lower	95%	118	-112.8	-22.9	Declined Significantly	Orange	-47.6	Lower
English Learner	83%	28	-220.4	Very Low	-92.0	--	88%	24	-199.2	35.8	Increased Significantly	--	-93.4	--	95%	35	-175.9	23.3	Increased Significantly	--	-93.4	Lower
Latino	95%	105	-135.0	Very Low	-83.4	Lower	96%	91	-89.1	45.9	Increased Significantly	Yellow	-80.8	Lower	95%	116	-109.2	-20.1	Declined Significantly	Orange	-79.2	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	--	--	95%	19	-195.2	28.3	Increased Significantly	--	-163.5	--
Socioeconomically Disadvantaged	94%	104	-134.7	Very Low	-84.0	Lower	96%	91	-93.4	42.3	Increased Significantly	Yellow	-80.8	Lower	95%	118	-112.8	-19.4	Declined Significantly	Orange	-78.2	Lower
Students with Disabilities	89%	9	*	*	-130.8	*	100%	9	*	*	*	*	-127.3	*	100%	14	-178.7	--	--	--	-124.3	--

Data Sources: California School Dashboard Research data files.

Wallis Annenberg High

Board District: 5 | Region: East | Location Code: 8828

CA School Dashboard: English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school for all student groups in grades 1-12. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "--" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																			
Student Group	Dashboard 2022					Dashboard 2023							Dashboard 2024						
	Students	ELPI	Status Level	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State
English Learner	63	31.7%	Very Low	50.3%	Lower	83	49.4%	23.4	Increased Significantly	Green	48.7%	Higher	83	41.0%	-8.4	Declined	Orange	45.7%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	73	45.2%	-9.1	Declined	Orange	45.8%	Lower

Student English Language Acquisition Results Summative ELPAC										
End Year	Student Group	School				State of California				
		Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	
2022	EL	31.7%	0%	39.7%	28.6%	47.5%	2.8%	31.4%	18.3%	
2023	EL	49.4%	0%	36.1%	14.5%	45.7%	2.3%	32.2%	18.3%	
2024	EL	41.0%	0%	42.2%	16.9%	43.2%	1.9%	34.4%	19.1%	
2024	LTEL	45.2%	0%	35.6%	19.2%	41.6%	3.4%	28.5%	24.7%	

Districts and schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative ELPAC and have at least 30 EL students enrolled during the testing window (February 1 to May 31) will receive a modified ELPI rate on the California School Dashboard (Dashboard). For each district and school that does not meet the 95 percent target, the minimum number of students needed to reach a participation rate of at least 95 percent is determined. The resulting number of students will be counted as not making progress in the current ELPI Status calculation.

Summative ELPAC Participation Rate Report									
End Year	Student Group	School				State of California			
		Students Tested During Testing Window	Students Enrolled During Testing Window	Participation Rate	Participation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Participation Rate	Participation Rate Greater Than 95%
2022	EL	83	102	81.4%	N	1,052,513	1,088,734	96.7%	Y
2023	EL	95	99	96.0%	Y	1,048,300	1,069,515	98.0%	Y
2023	LTEL	57	61	93.4%	N	193,182	202,530	95.4%	Y
2024	EL	87	88	98.9%	Y	1,028,083	1,047,977	98.1%	Y
2024	LTEL	59	60	98.3%	Y	182,603	190,459	95.9%	Y

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CA School Dashboard: Academic Performance - College / Career

This report shows the percentage of current graduates who meet specific College/Career Indicator (CCI) "prepared" criteria for all student groups in grades 9-12. For the 2023 Dashboard, the CCI will report the most current year data or "status only". Therefore the CCI will have performance displayed using one of five Status levels that range between Very Low (lowest performance), Low, Medium, High, and Very High (highest performance). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "--" means that data is not currently available. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

College / Career Academic Indicator (CCI) - CA School Dashboard Indicator												
Student Group	Dashboard 2023					Dashboard 2024						
	Students	CCI	Status Level	State CCI	School vs State	Students	CCI	Change	Change Level	Color	State CCI	School vs State
All Students	111	30.6%	Low	43.9%	Lower	96	39.6%	9.0	Increased	Green	45.3%	Lower
English Learner	24	20.8%	Low	15.3%	--	23	8.7%	-12.1	Declined	--	17.2%	--
Latino	107	30.8%	Low	35.5%	Lower	96	39.6%	8.7	Increased	Green	37.4%	Higher
Long-Term English Learner	--	--	--	--	--	22	9.1%	-1.4	Maintained	--	16.5%	--
Socioeconomically Disadvantaged	111	30.6%	Low	35.4%	Lower	96	39.6%	9.0	Increased	Green	37.4%	Higher
Students with Disabilities	8	*	*	12.3%	*	14	7.1%	0.0	--	--	13.5%	--

Data Sources: California School Dashboard Research data files.

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CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "--" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																			
Student Group	Dashboard 2022					Dashboard 2023							Dashboard 2024						
	Students	Suspension Rate	Status Level	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State
All Students	505	1.2%	Low	3.1%	Lower	473	0.4%	-0.8	Declined	Blue	3.5%	Lower	469	2.1%	1.7	Increased	Orange	3.2%	Lower
African American/Black	12	0.0%	Very Low	7.9%	--	8	*	*	*	*	8.8%	*	6	*	*	*	*	8.4%	*
English Learner	109	0.0%	Very Low	3.2%	Lower	107	0.9%	0.9	Increased	Yellow	3.7%	Lower	94	5.3%	4.4	Increased	Orange	3.4%	Higher
Latino	492	1.2%	Low	3.3%	Lower	463	0.4%	-0.8	Declined	Blue	3.8%	Lower	463	2.2%	1.7	Increased	Orange	3.4%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	80	6.3%	5.1	Increased	Orange	8.1%	Lower
Socioeconomically Disadvantaged	493	1.2%	Low	4.0%	Lower	464	0.4%	-0.8	Declined	Blue	4.5%	Lower	462	2.2%	1.7	Increased	Orange	4.0%	Lower
Students with Disabilities	71	0.0%	Very Low	5.4%	Lower	59	1.7%	1.7	Increased	Orange	5.9%	Lower	65	3.1%	1.4	Increased	Orange	5.4%	Lower

Data Sources: California School Dashboard Research data files.

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CA School Dashboard: Graduation Rate Indicator

This report shows the combined four- and five-year graduation rate for comprehensive (or traditional) high schools and Dashboard Alternative School Status (DASS) schools for all student groups in grades 9-12. This rate is based on the number of high school students who graduate with a regular high school diploma in either four or five years. The 2024 Graduation Rate Indicator includes students from the most recent graduation cohort (Class of 2024) as well as students from the prior cohort (Class of 2023) who graduated in their fifth year of high school in 2022-24. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "--" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Graduation Rate Indicator - CA School Dashboard Indicator																			
Student Group	Dashboard 2022					Dashboard 2023							Dashboard 2024						
	Students	Graduation Rate	Status Level	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State
All Students	119	83.2%	Medium	87.4%	Lower	113	95.6%	12.4	Increased Significantly	Blue	86.4%	Higher	97	94.8%	-0.7	Maintained	Green	86.7%	Higher
English Learner	22	54.5%	Very Low	73.3%	--	24	83.3%	28.8	Increased Significantly	--	73.5%	--	24	87.5%	4.2	Increased	--	77.9%	--
Latino	112	83.9%	Medium	85.3%	Lower	109	95.4%	11.5	Increased Significantly	Blue	84.2%	Higher	97	94.8%	-0.6	Maintained	Green	85.3%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	23	87.0%	2.7	Increased	--	80.8%	--
Socioeconomically Disadvantaged	119	83.2%	Medium	85.1%	Lower	113	95.6%	12.4	Increased Significantly	Blue	83.7%	Higher	97	94.8%	-0.7	Maintained	Green	84.4%	Higher
Students with Disabilities	16	68.8%	Low	75.2%	--	8	*	*	*	*	72.7%	*	15	93.3%	--	--	--	74.4%	--

Data Sources: California School Dashboard Research data files.

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Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Enrollment by Ethnicity and Student Group						
Student Group	2023-2024			2024-2025		
	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	461	529,902	5,837,690	484	516,685	5,806,221
F/R Meal	98.9%	80.6%	61.6%	95.7%	81.9%	62.7%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A
English Learner	20.0%	20.1%	18.4%	19.2%	18.6%	17.4%
Foster Youth	0.4%	0.6%	0.5%	0.0%	0.5%	0.5%
Homeless Youth	1.1%	2.1%	3.6%	0.0%	2.7%	4.0%
Socioeconomically Disadvantaged	98.9%	81.3%	62.7%	95.7%	82.4%	63.6%
Students w/ Disabilities	13.7%	14.8%	13.7%	12.2%	15.6%	14.2%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%
African American/Black	1.3%	7.3%	4.9%	1.7%	7.1%	4.9%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	0.0%	3.4%	9.9%	0.0%	3.3%	10.1%
Filipino	0.0%	1.7%	2.2%	0.0%	1.6%	2.2%
Latino	98.7%	73.8%	56.1%	97.9%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%
White	0.0%	9.8%	20.3%	0.4%	9.7%	20.0%
Two or More Races	0.0%	2.0%	4.6%	0.0%	2.1%	4.8%
Not Reported	0.0%	1.8%	1.1%	0.0%	2.2%	1.2%

N/A: The CDE does not publish centralized, statewide Gifted and Talented Education (GATE) data.

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/sd/filesenr.asp>

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Long-Term English Learners (LTEL) and “At-Risk”

Note: The “EL Total” column in this report displays the summed total of the disaggregated English Learner (EL) data in the four columns under the “English Learners” heading. The “Total (Ever-EL)” column displays the summed total of the data in the “RFEP” column plus the data in the four columns under the “English Learners” heading OR the data in the “EL Total” column, but not both. The percent values displayed in this report are calculated as a percent of the “Total (Ever-EL)” which fully and more accurately considers what happens to all EL students over time, including those who are Reclassified Fluent English Proficient (RFEP). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

	2022-2023						2023-2024						2024-2025					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	64	17.8%	17,921	7.3%	226,508	11.1%	63	18.1%	15,302	6.5%	211,186	10.6%	55	15.1%	13,052	5.9%	198,853	10.4%
At-Risk 4-5 Years	3	0.8%	17,295	7.1%	144,189	7.1%	2	0.6%	15,717	6.7%	136,188	6.8%	5	1.4%	11,406	5.2%	115,009	6.0%
EL 0-3 Years	8	2.2%	60,457	24.7%	505,486	24.8%	9	2.6%	60,574	25.7%	519,651	26.0%	11	3.0%	57,726	26.1%	516,862	26.9%
EL 4+ Years & Not At-Risk or LTEL	27	7.5%	18,850	7.7%	236,319	11.6%	16	4.6%	14,725	6.2%	207,768	10.4%	20	5.5%	13,775	6.2%	178,306	9.3%
EL Total	102	28.4%	114,523	46.8%	1,112,502	54.5%	90	25.8%	106,318	45.0%	1,074,793	53.8%	91	25.0%	95,959	43.3%	1,009,030	52.6%
RFEP	257	71.6%	130,377	53.2%	927,694	45.5%	259	74.2%	129,789	55.0%	924,422	46.2%	273	75.0%	125,465	56.7%	909,298	47.4%
Total Ever EL	359	100.0%	244,900	100.0%	2,040,196	100.0%	349	100.0%	236,107	100.0%	1,999,215	100.0%	364	100.0%	221,424	100.0%	1,918,328	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/ad/filesltel.asp>

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Students with Disabilities Report

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by Local Education Agencies (LEAs). LEAs are required to “certify” specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are “frozen” and cannot be amended. High Incidence is defined as students in the Other Health Impairment, Specific Learning Disability, and Speech or Language Impairment categories. Low Incidence Students are defined as those in the Autism, Deafness, Emotional Disturbance, Hard of Hearing, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Traumatic Brain Injury, and Visual Impairment categories.

Special Education Enrollment by Category												
	2023-2024						2024-2025					
	School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	461			529,902			484			516,685		
Students with Disabilities	# of SWD	% of Total SWD	% of Total Enrollment	# of SWD	% of Total SWD	% of Total Enrollment	# of SWD	% of Total SWD	% of Total Enrollment	# of SWD	% of Total SWD	% of Total Enrollment
Total SWD Enrollment	61	100%	13.2%	78,319	100%	14.8%	57	100%	11.8%	80,505	100%	15.6%
High Incidence	57	93.4%	12.4%	52,153	66.6%	9.8%	50	87.7%	10.3%	52,412	65.1%	10.1%
Low Incidence	4	6.6%	0.9%	26,162	33.4%	4.9%	7	12.3%	1.4%	28,084	34.9%	5.4%
Autism	3	4.9%	0.7%	18,713	23.9%	3.5%	6	10.5%	1.2%	20,802	25.8%	4%
Deaf-Blindness	0	0%	0%	4	0%	0%	0	0%	0%	7	0%	0%
Deafness	0	0%	0%	188	0.2%	0%	0	0%	0%	178	0.2%	0%
Emotional Disturbance	0	0%	0%	1,148	1.5%	0.2%	0	0%	0%	1,082	1.3%	0.2%
Established Medical Disability	0	0%	0%	0	0%	0%	0	0%	0%	1	0%	0%
Hard of Hearing	0	0%	0%	971	1.2%	0.2%	0	0%	0%	931	1.2%	0.2%
Intellectual Disability	1	1.6%	0.2%	3,393	4.3%	0.6%	1	1.8%	0.2%	3,381	4.2%	0.7%
Multiple Disabilities	0	0%	0%	965	1.2%	0.2%	0	0%	0%	1,035	1.3%	0.2%
Other Health Impairment	7	11.5%	1.5%	10,930	14%	2.1%	5	8.8%	1%	11,596	14.4%	2.2%
Orthopedic Impairment	0	0%	0%	533	0.7%	0.1%	0	0%	0%	434	0.5%	0.1%
Specific Learning Disability	49	80.3%	10.6%	29,615	37.8%	5.6%	44	77.2%	9.1%	29,368	36.5%	5.7%
Speech or Language Impairment	1	1.6%	0.2%	11,608	14.8%	2.2%	1	1.8%	0.2%	11,448	14.2%	2.2%
Traumatic Brain Injury	0	0%	0%	66	0.1%	0%	0	0%	0%	66	0.1%	0%
Visual Impairment	0	0%	0%	185	0.2%	0%	0	0%	0%	175	0.2%	0%

Data Source: CALPADS 8.1 FALL 1 Certified Report. This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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Resident Schools Data Set

Academic Performance Medians- Math

2021-2022 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator					
School Name	Student Group	Number of Students with Scores	Charter (DFS)	Charter Status Level	Charter to Resident Comparison (DFS)
Wallis Annenberg High	All Students	108	-135.0	Very Low	
Resident Schools	Student Group	Number of Students with Scores	Resident Schools Median (DFS)	Resident Schools Median Status Level	Charter to Resident Comparison (DFS)
Alain Leroy Locke College Preparatory Academy	All Students	262	-170.4	Very Low	Higher
Augustus F. Hawkins High A Critical Design and Gaming	All Students	237	-172.9	Very Low	Higher
Communication and Technology at Diego Rivera Learning Complex	All Students	122	-168.6	Very Low	Higher
Diego Rivera Learning Complex Green Design STEAM Academy	All Students	110	-117.7	Very Low	Lower
Dr. Maya Angelou Community High	All Students	231	-176.9	Very Low	Higher
George Washington Preparatory High	All Students	160	-210.4	Very Low	Higher
John C. Fremont Senior High	All Students	422	-165.1	Very Low	Higher
Manual Arts Senior High	All Students	232	-186.1	Very Low	Higher
Mervyn M. Dymally High	All Students	128	-177.1	Very Low	Higher
Nava College Preparatory Academy	All Students	131	-160.3	Very Low	Higher
Performing Arts Community at Diego Rivera Learning Complex	All Students	106	-167.7	Very Low	Higher
Public Service Community at Diego Rivera Learning Complex	All Students	120	-125.9	Very Low	Lower
Santee Education Complex	All Students	346	-141.1	Very Low	Higher

2021-2022 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator					
School Name	Student Group	Number of Students with Scores	Charter (DFS)	Charter Status Level	Charter to Resident Comparison (DFS)
Thomas Jefferson Senior High	All Students	159	-148.5	Very Low	Higher
Resident Schools Median	All Students	2,766	-168.1	Very Low	Higher

Data Sources: California School 2022 Dashboard Research data files. 2024-2025 Resident Schools used for comparison. 2021-2022 did not report Color, Change, or Change Level.

Wallis Annenberg High 2021-2022 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	Number of Students with Scores	Charter Status Level	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Status Level	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	108	Very Low	-135.0	2,766	Very Low	-168.1	Higher
Latino	105	Very Low	-135.0	2,437	Very Low	-161.7	Higher
Socioeconomically Disadvantaged	104	Very Low	-134.7	2,719	Very Low	-168.9	Higher

Data Sources: California School 2022 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

2022-2023 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
School Name	Student Group	Number of Students with Scores	Charter Performance Level (color)	Charter (DFS)	Charter Change	Charter Change Level	Charter to Resident Comparison (DFS)
Wallis Annenberg High	All Students	92	Yellow	-89.9	45.0	Increased Significantly	
Resident Schools	Student Group	Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Resident Schools Median Change	Resident Schools Median Change Level	Charter to Resident Comparison (DFS)
Alain Leroy Locke College Preparatory Academy	All Students	248	Orange	-138.6	35.0	Increased Significantly	Higher

2022-2023 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
School Name	Student Group	Number of Students with Scores	Charter Performance Level (color)	Charter (DFS)	Charter Change	Charter Change Level	Charter to Resident Comparison (DFS)
Augustus Hawkins High	All Students	225	Orange	-165.1	7.8	Increased	Higher
Communication and Technology at Diego Rivera Learning Complex	All Students	94	Orange	-140.2	28.4	Increased Significantly	Higher
Diego Rivera Learning Complex Green Design STEAM Academy	All Students	126	Red	-129.9	-12.2	Declined	Higher
Dr. Maya Angelou Community High	All Students	182	Red	-191.8	-13.6	Declined	Higher
George Washington Preparatory High	All Students	125	Orange	-182.3	28.8	Increased Significantly	Higher
John C. Fremont Senior High	All Students	412	Orange	-136.2	28.8	Increased Significantly	Higher
Manual Arts Senior High	All Students	213	Orange	-179.0	12.7	Increased	Higher
Mervyn M. Dymally High	All Students	142	Orange	-160.1	17.1	Increased Significantly	Higher
Nava College Preparatory Academy	All Students	98	Orange	-134.2	26.1	Increased Significantly	Higher
Performing Arts Community at Diego Rivera Learning Complex	All Students	89	Orange	-118.7	48.9	Increased Significantly	Higher
Public Service Community at Diego Rivera Learning Complex	All Students	103	Yellow	-98.5	27.4	Increased Significantly	Higher
Santee Education Complex	All Students	332	Orange	-128.0	13.1	Increased	Higher
Thomas Jefferson Senior High	All Students	139	Red	-168.0	-19.5	Declined Significantly	Higher

2022-2023 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
School Name	Student Group	Number of Students with Scores	Charter Performance Level (color)	Charter (DFS)	Charter Change	Charter Change Level	Charter to Resident Comparison (DFS)
Resident Schools Median	All Students	2,528	Orange	-139.4	21.6	Increased Significantly	Higher

Data Sources: California School 2023 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

Wallis Annenberg High 2022-2023 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	92	Yellow	-89.9	2,528	Orange	-139.4	Higher
Latino	91	Yellow	-89.1	2,196	Orange	-137.2	Higher
Socioeconomically Disadvantaged	91	Yellow	-93.4	1,968	Orange	-139.8	Higher

Data Sources: California School 2023 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

2023-2024 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
School Name	Student Group	Number of Students with Scores	Charter Performance Level (color)	Charter (DFS)	Charter Change	Charter Change Level	Charter to Resident Comparison (DFS)
Wallis Annenberg High	All Students	118	Orange	-112.8	-22.9	Declined Significantly	
Resident Schools	Student Group	Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Resident Schools Median Change	Resident Schools Median Change Level	Charter to Resident Comparison (DFS)
Alain Leroy Locke College Preparatory Academy	All Students	253	Red	-159.1	-20.5	Declined Significantly	Higher

2023-2024 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
School Name	Student Group	Number of Students with Scores	Charter Performance Level (color)	Charter (DFS)	Charter Change	Charter Change Level	Charter to Resident Comparison (DFS)
Augustus Hawkins High	All Students	238	Orange	-158.5	6.6	Increased	Higher
Communication and Technology at Diego Rivera Learning Complex	All Students	112	Orange	-122.5	17.7	Increased Significantly	Higher
Diego Rivera Learning Complex Green Design STEAM Academy	All Students	125	Red	-160.2	-30.4	Declined Significantly	Higher
Dr. Maya Angelou Community High	All Students	229	Orange	-165.2	26.6	Increased Significantly	Higher
George Washington Preparatory High	All Students	191	Orange	-171.8	10.5	Increased	Higher
John C. Fremont Senior High	All Students	387	Orange	-122.4	13.8	Increased	Higher
Manual Arts Senior High	All Students	243	Orange	-154.7	24.3	Increased Significantly	Higher
Mervyn M. Dymally High	All Students	172	Orange	-153.6	6.4	Increased	Higher
Nava College Preparatory Academy	All Students	112	Yellow	-103.6	30.6	Increased Significantly	Lower
Performing Arts Community at Diego Rivera Learning Complex	All Students	126	Red	-121.2	-2.5	Maintained	Higher
Public Service Community at Diego Rivera Learning Complex	All Students	119	Red	-117.6	-19.1	Declined Significantly	Higher
Santee Education Complex	All Students	382	Red	-129.9	-2.0	Maintained	Higher
Thomas Jefferson Senior High	All Students	130	Orange	-147.8	20.2	Increased Significantly	Higher

2023-2024 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
School Name	Student Group	Number of Students with Scores	Charter Performance Level (color)	Charter (DFS)	Charter Change	Charter Change Level	Charter to Resident Comparison (DFS)
Resident Schools Median	All Students	2,819	Orange	-150.7	8.6	Increased	Higher

Data Sources: California School 2024 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

Wallis Annenberg High 2023-2024 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	118	Orange	-112.8	2,819	Orange	-150.7	Higher
Latino	116	Orange	-109.2	2,511	Orange	-144.5	Higher
English Learner	35	No Color	-175.9	838	Orange	-195.2	Higher
Socioeconomically Disadvantaged	118	Orange	-112.8	2,714	Orange	-150.3	Higher

Data Sources: California School 2024 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

Wallis Annenberg High

Resident Schools Data Set

Academic Performance Medians – English Learner Progress Indicator

2021-2022 English Learner Progress Indicator Medians - CA School Dashboard Indicator					
School Name	Student Group	Number of EL Students with a Performance Level in Both the Current and Prior Year	Charter Percentage of English Learner making progress towards English proficiency	Charter Status Level	Charter to Resident Schools Comparison
Wallis Annenberg High	English Learner	63	31.7%	Very Low	
Resident Schools	Student Group	Number of Students with Scores	Resident Schools Median (DFS)%	Resident Schools Median Status Level	Charter to Resident Comparison (DFS)
Alain Leroy Locke College Preparatory Academy	English Learner	265	35.1%	Low	Lower
Augustus F. Hawkins High A Critical Design and Gaming	English Learner	163	33.7%	Very Low	Lower
Communication and Technology at Diego Rivera Learning Complex	English Learner	103	39.8%	Low	Lower
Diego Rivera Learning Complex Green Design STEAM Academy	English Learner	49	44.9%	Low	Lower
Dr. Maya Angelou Community High	English Learner	189	46.0%	Low	Lower
George Washington Preparatory High	English Learner	69	33.3%	Very Low	Lower
John C. Fremont Senior High	English Learner	263	53.6%	Low	Lower
Manual Arts Senior High	English Learner	138	55.1%	Low	Lower
Mervyn M. Dymally High	English Learner	108	37.0%	Low	Lower

2021-2022 English Learner Progress Indicator Medians - CA School Dashboard Indicator					
School Name	Student Group	Number of EL Students with a Performance Level in Both the Current and Prior Year	Charter Percentage of English Learner making progress towards English proficiency	Charter Status Level	Charter to Resident Schools Comparison
Nava College Preparatory Academy	English Learner	91	47.3%	Medium	Lower
Performing Arts Community at Diego Rivera Learning Complex	English Learner	79	35.4%	Low	Lower
Public Service Community at Diego Rivera Learning Complex	English Learner	72	26.4%	Very Low	Higher
Santee Education Complex	English Learner	190	47.4%	Medium	Lower
Thomas Jefferson Senior High	English Learner	103	45.6%	Low	Lower
Resident Schools Median	English Learner	1,882	42.3%	Low	Lower

Data Sources: California School 2022 Dashboard Research data files. 2024-2025 Resident Schools used for comparison. 2021-2022 did not report Color, Change, or Change Level.

Wallis Annenberg High 2021-2022 English Learner Progress Indicator Medians - CA School Dashboard Indicator							
Student Group	Number of EL Students with a Performance Level in Both the Current and Prior Year	Charter Status Level	Charter Percentage of English Learner making progress towards English proficiency	Resident Number of EL Students with a Performance Level in Both the Current and Prior Year	Resident Schools Median Status Level	Resident Median Percentage of English Learner making progress towards English proficiency	Charter to Resident Schools Median Comparison
English Learner	63	Very Low	31.7%	1,882	Low	42.3%	Lower

Data Sources: California School 2022 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

2022-2023 English Learner Progress Indicator Medians - CA School Dashboard Indicator							
School Name	Student Group	Number of EL Students with a Performance Level in Both the Current and Prior Year	Charter Performance Level (color)	Charter Percentage of English Learner making progress towards English proficiency	Charter Change	Charter Change Level	Charter to Resident Schools Comparison
Wallis Annenberg High	English Learner	83	Green	49.4%	23.4	Increased Significantly	
Resident Schools	Student Group	Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)%	Resident Schools Median Change	Resident Schools Median Change Level	Charter to Resident Comparison (DFS)
Alain Leroy Locke College Preparatory Academy	English Learner	292	Yellow	38.0%	6.2	Increased	Higher
Augustus Hawkins High	English Learner	241	Orange	33.6%	2.7	Increased	Higher
Communication and Technology at Diego Rivera Learning Complex	English Learner	87	Yellow	41.4%	3.8	Increased	Higher
Diego Rivera Learning Complex Green Design STEAM Academy	English Learner	79	Red	32.9%	-12.0	Declined Significantly	Higher
Dr. Maya Angelou Community High	English Learner	248	Red	20.2%	-22.1	Declined Significantly	Higher
George Washington Preparatory High	English Learner	102	Yellow	43.1%	11.6	Increased Significantly	Higher
John C. Fremont Senior High	English Learner	297	Orange	45.8%	-5.5	Declined	Higher
Manual Arts Senior High	English Learner	216	Orange	39.4%	-8.4	Declined	Higher
Mervyn M. Dymally High	English Learner	131	Yellow	39.7%	2.7	Increased	Higher
Nava College Preparatory Academy	English Learner	81	Green	53.1%	5.8	Increased	Lower

2022-2023 English Learner Progress Indicator Medians - CA School Dashboard Indicator							
School Name	Student Group	Number of EL Students with a Performance Level in Both the Current and Prior Year	Charter Performance Level (color)	Charter Percentage of English Learner making progress towards English proficiency	Charter Change	Charter Change Level	Charter to Resident Schools Comparison
Performing Arts Community at Diego Rivera Learning Complex	English Learner	95	Yellow	41.1%	5.6	Increased	Higher
Public Service Community at Diego Rivera Learning Complex	English Learner	80	Yellow	42.5%	16.1	Increased Significantly	Higher
Santee Education Complex	English Learner	251	Red	34.3%	-13.1	Declined Significantly	Higher
Thomas Jefferson Senior High	English Learner	135	Orange	38.5%	-2.0	Declined	Higher
Resident Schools Median	English Learner	2,335	Orange	39.5%	2.7	Increased	Higher

Data Sources: California School 2023 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

Wallis Annenberg High 2022-2023 English Learner Progress Indicator Medians - CA School Dashboard Indicator							
Student Group	Number of EL Students with a Performance Level in Both the Current and Prior Year	Charter Performance Level (color)	Charter Percentage of English Learner making progress towards English proficiency	Resident Number of EL Students with a Performance Level in Both the Current and Prior Year	Resident Schools Median Color	Resident Median Percentage of English Learner making progress towards English proficiency	Charter to Resident Schools Median Comparison
English Learner	83	Green	49.4%	2,335	Orange	39.5%	Higher

Data Sources: California School 2023 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

2023-2024 English Learner Progress Indicator Medians - CA School Dashboard Indicator							
School Name	Student Group	Number of EL Students with a Performance Level in Both the Current and Prior Year	Charter Performance Level (color)	Charter Percentage of English Learner making progress towards English proficiency	Charter Change	Charter Change Level	Charter to Resident Schools Comparison
Wallis Annenberg High	English Learner	83	Orange	41.0%	-8.4	Declined	
Wallis Annenberg High	Long Term English Learner	73	Orange	45.2%	-9.1	Declined	
Resident Schools	Student Group	Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)%	Resident Schools Median Change	Resident Schools Median Change Level	Charter to Resident Schools Comparison (DFS)
Alain Leroy Locke College Preparatory Academy	English Learner	272	Red	32.4%	-5.7	Declined	Higher
Alain Leroy Locke College Preparatory Academy	Long Term English Learner	114	Orange	40.4%	-7.9	Declined	Higher
Augustus Hawkins High	English Learner	244	Red	32.4%	-1.2	Maintained	Higher
Augustus Hawkins High	Long Term English Learner	82	Green	47.6%	4.7	Increased	Lower
Communication and Technology at Diego Rivera Learning Complex	English Learner	67	Orange	43.3%	1.9	Maintained	Lower
Communication and Technology at Diego Rivera Learning Complex	Long Term English Learner	28	No Color	60.7%	9.6	Increased	Lower
Diego Rivera Learning Complex Green Design STEAM Academy	English Learner	72	Green	52.8%	19.9	Increased Significantly	Lower

2023-2024 English Learner Progress Indicator Medians - CA School Dashboard Indicator							
School Name	Student Group	Number of EL Students with a Performance Level in Both the Current and Prior Year	Charter Performance Level (color)	Charter Percentage of English Learner making progress towards English proficiency	Charter Change	Charter Change Level	Charter to Resident Schools Comparison
Diego Rivera Learning Complex Green Design STEAM Academy	Long Term English Learner	37	Green	59.5%	9.5	Increased	Lower
Dr. Maya Angelou Community High	English Learner	234	Yellow	30.3%	10.2	Increased Significantly	Higher
Dr. Maya Angelou Community High	Long Term English Learner	112	Green	46.4%	21.4	Increased Significantly	Lower
George Washington Preparatory High	English Learner	93	Red	32.3%	-10.9	Declined Significantly	Higher
George Washington Preparatory High	Long Term English Learner	31	Orange	45.2%	-17.3	Declined Significantly	Same
John C. Fremont Senior High	English Learner	327	Orange	37.3%	-8.5	Declined	Higher
John C. Fremont Senior High	Long Term English Learner	117	Orange	51.3%	-4.0	Declined	Lower
Manual Arts Senior High	English Learner	224	Orange	41.1%	1.7	Maintained	Lower
Manual Arts Senior High	Long Term English Learner	53	Green	64.2%	6.8	Increased	Lower
Mervyn M. Dymally High	English Learner	121	Green	46.3%	6.6	Increased	Lower
Mervyn M. Dymally High	Long Term English Learner	54	Green	61.1%	4.0	Increased	Lower

2023-2024 English Learner Progress Indicator Medians - CA School Dashboard Indicator							
School Name	Student Group	Number of EL Students with a Performance Level in Both the Current and Prior Year	Charter Performance Level (color)	Charter Percentage of English Learner making progress towards English proficiency	Charter Change	Charter Change Level	Charter to Resident Schools Comparison
Nava College Preparatory Academy	English Learner	86	Red	43.0%	-10.1	Declined Significantly	Lower
Nava College Preparatory Academy	Long Term English Learner	31	Blue	74.2%	11.4	Increased Significantly	Lower
Performing Arts Community at Diego Rivera Learning Complex	English Learner	84	Orange	41.7%	0.6	Maintained	Lower
Performing Arts Community at Diego Rivera Learning Complex	Long Term English Learner	34	Red	41.2%	-10.3	Declined Significantly	Higher
Public Service Community at Diego Rivera Learning Complex	English Learner	68	Green	50.0%	7.5	Increased	Lower
Public Service Community at Diego Rivera Learning Complex	Long Term English Learner	42	Orange	50.0%	-2.1	Declined	Lower
Santee Education Complex	English Learner	258	Red	33.3%	-0.9	Maintained	Higher
Santee Education Complex	Long Term English Learner	139	Orange	36.7%	-3.4	Declined	Higher
Thomas Jefferson Senior High	English Learner	137	Orange	38.7%	0.2	Maintained	Higher
Thomas Jefferson Senior High	Long Term English Learner	41	Blue	58.5%	14.8	Increased Significantly	Lower
Resident Schools Median	English Learner	2,287	Orange	39.9%	0.4	Maintained	Higher

2023-2024 English Learner Progress Indicator Medians - CA School Dashboard Indicator							
School Name	Student Group	Number of EL Students with a Performance Level in Both the Current and Prior Year	Charter Performance Level (color)	Charter Percentage of English Learner making progress towards English proficiency	Charter Change	Charter Change Level	Charter to Resident Schools Comparison
Resident Schools Median	Long Term English Learner	915	Yellow	50.6%	4.3	Increased	Lower

Data Sources: California School 2024 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

Wallis Annenberg High 2023-2024 English Learner Progress Indicator Medians - CA School Dashboard Indicator							
Student Group	Number of EL Students with a Performance Level in Both the Current and Prior Year	Charter Performance Level (color)	Charter Percentage of English Learner making progress towards English proficiency	Resident Number of EL Students with a Performance Level in Both the Current and Prior Year	Resident Schools Median Color	Resident Median Percentage of English Learner making progress towards English proficiency	Charter to Resident Schools Median Comparison
English Learner	83	Orange	41.0%	2,287	Orange	39.9%	Higher
Long Term English Learner	73	Orange	45.2%	915	Yellow	50.6%	Lower

Data Sources: California School 2024 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

ATTACHMENT D



LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)

WALLIS ANNENBERG HIGH

BOARD OF EDUCATION REPORT 146 – 25/26

November 17, 2025

I. Category of Proposed Action:

The proposed action would renew the charter for five (5) years, beginning July 1, 2026 until June 30, 2031 to serve up to 600 students in grades 9-12 in each year of the charter term.

II. Summary Description of Current District Practice:

Charter schools are schools of choice by legislation and are open to any student in the State of California. Charter schools are granted renewal for single charter status for a minimum period of two years to a maximum of seven (7) years, depending on the state’s classification of High, Middle or Low for a charter school’s performance pursuant to applicable law. Low performing charter schools may be renewed for a period of two years, Middle performing charter schools for five years, and High performing charter schools may receive a term of five, six or seven years. It should be noted, however, that although State legislation allows students to attend a charter school from any area in the state, the Los Angeles Unified School District (LAUSD) is under Court Order, Crawford v. LAUSD, which applies to all schools within or chartered through the LAUSD. Any modifications to the Court-Ordered Integration Program must first be approved by Student Integration Services.

III. Proposed Change:

The approval of this charter petition would renew the charter of Wallis Annenberg High for five (5) years beginning July 1, 2026 until June 30, 2031.

IV. Effects of This Proposal:

The Los Angeles Unified School District (LAUSD) does not guarantee availability of Court-ordered Integration funding. The charter school will be responsible for maintaining the Court Order and providing information requested by the LAUSD as set forth in the Charter petition. Modifications or school decisions cannot negatively impact or cause additional costs to the Court-ordered Integration budget.

V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:

If the Charter goals are met, there should be positive results on the five (5) Harms of Racial Isolation which are low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowded conditions. The Court-ordered Integration Program for participating students will operate under various Court Orders for schools within the Los Angeles Unified School District. Any modification of the Court-ordered Integration Program must first be approved by Student Integration Services.

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:

If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District’s Court-ordered Integration Program.

PREPARED BY:

CHRISTINE KAE
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services