

WISH Academy High

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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

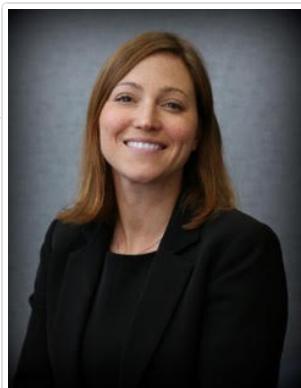
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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



Kellie Mowll, Principal

Principal, WISH Academy High

About Our School

Greetings and welcome to WISH Academy High School. On behalf of the faculty, staff, and scholars, we are excited that you have shown an interest in our website and decided to learn more about our academic programs, excellent staff, and enthusiastic scholars.

An education at WISH Academy focuses on each learner's potential. We strive to create meaningful and engaging learning experiences in an environment based on caring and belonging. With a collaborative team of educators, we are committed to inclusiveness, the development of social and ethical skills, and the notion that positive attitudes are created when scholars of various strengths, needs, beliefs, and backgrounds learn together.

Our school community is dedicated to providing our scholars with a well-rounded educational experience. In addition to core curriculum standards, we believe it is critical that graduates are exposed to the benefits and collaborative innovations of project based learning, leadership opportunities, and technologies that will prepare our scholars not only for college entry, but success and the college completion of a four year program.

Students will have the opportunity to engage in pathway courses aligned to their interests including the PLTW Engineering and BioMedical coursework, Visual and Performing Arts classes, and the Liberal Arts/Civics pathway courses. This approach scaffolds student learning through structured activities and projects that empower scholars to become independent in the classroom and build skill sets focused on problem-solving. As they continue, internships and work experience will prepare them to use this curriculum to prepare for college and universities.

We hope you will visit us and see that we are a school committed to young adults and education. This is a vibrant and engaging community of teachers and learners. To our parents, we believe that your involvement is an essential component to the academic success of your child. I also encourage you to visit our website often, meet with the faculty and staff, and contact us with any questions you might have. Again, welcome to WISH Academy High School, we look forward to working with you.

Kellie Mowll
Principal

Contact

WISH Academy High

7400 West Manchester Ave.
Los Angeles, CA 90045-2322

Phone: 424-645-8289
E-mail: info@wishcharter.org

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Michelle King
E-mail Address	michelle.king@lausd.net
Web Site	www.lausd.net

School Contact Information (School Year 2017-18)	
School Name	WISH Academy High
Street	7400 West Manchester Ave.
City, State, Zip	Los Angeles, Ca, 90045-2322
Phone Number	424-645-8289
Principal	Kellie Mowll, Principal
E-mail Address	info@wishcharter.org
Web Site	www.wishacademyhs.org
County-District-School (CDS) Code	19647330135632

Last updated: 1/30/2018

School Description and Mission Statement (School Year 2017-18)

WISH Charter School is a free public independent charter school authorized by the Los Angeles Unified School District.

Mission and Philosophy

The WISH mission is to maximize every scholar's learning potential within an atmosphere of caring and belonging. The WISH instructional philosophy rests upon the concepts of hands on learning, meaningful instructional activities, systematic instruction, and a collaborative group of professionals working together to make the learning environment exciting for students. Evidence-based teaching strategies will be tailored to meet individual development.

WISH is modeled after the award-winning CHIME Charter Elementary School in Woodland Hills, which received the distinction of "Charter School of the Year" by the US Department of Education in 2005. In April of this year, WISH was named a SWIFT Knowledge Development Site by the University of Kansas due to exemplary work implementing our core tenets - one of only 6 schools in the US selected for this auspicious designation. WISH has also been asked to host "Promising Practices" seminars for district schools by the LAUSD.

Core tenets of the WISH model

Optimal Class Size: All Kindergarten through 3rd-grade classrooms have approximately 20 students. Grades 4 through 9 have approximately 25 students.

Collaboration and Co-teaching: Highly qualified, credentialed educators are partners in planning, teaching, and assessing each child. In addition to classroom teachers, teaching specialists support each grade level and move between classrooms to enrich learning opportunities. Music, Art, PE, technology, and specialty teachers utilize a co-teaching model to increase adult to student ratios, provide tailored instruction, and demonstrate best practices for all scholars. Each staff member participates in a 30-minute debriefing session daily. At this time, staff members reflect on the day and share a success, challenge, and action plan for serving children better.

Differentiated Instruction: WISH empowers and inspires learners to reach their highest potential. With an emphasis on social-emotional learning, academic achievement, and a commitment to a whole scholar approach to learning using a variety of modalities, developing character, building technology skills, and a deep understanding of the world, WISH prepares students to be leaders.

Parent Partnerships: The WISH Community Association (WCA) is comprised of parents, students, teachers, staff members, and community members. Working together, we have built an incredible public school that is responsive to each student we serve. Volunteers are central to the success of WISH. The partnerships built with families have led to a thriving and nurturing environment for children.

All Students Growing and Thriving: Each class builds a strong, inclusive community together! Each summer teachers attend professional development institutes on gifted and talented education, technology, and differentiated instruction. Important academic, social, and ethical skills and attitudes are developed when students with various strengths, needs, and backgrounds learn together.

Affiliation with Loyola Marymount University's School of Education: WISH has an affiliation with the LMU School of Education that provides the ability to collaborate, continually study, and improve the instructional model at WISH while maintaining "best practices." LMU's nationally recognized School of Education is located in close proximity to the WISH campus.

As part of our commitment to a whole-person approach to education, the WISH faculty and parent association work together to raise additional funds to ensure that all students receive high-quality art, music instruction in voice and theory, physical education, and technology instruction.

"Tell me, I forget. Show me, I remember. Involve me, I understand." Chinese proverb?

WISH adheres to the idea that people learn best by utilizing the principles of the constructivist theory. Constructivism emphasizes an internal-oriented approach in which by asserting one's knowledge, as well as participating in the learning process itself, learning is constructed by learner's interpretation of their own experiences. Learners benefit from working collaboratively in groups so that they can hear different perspectives and accomplish the learning tasks with the help of their peers and experts. Learning is an active process that is facilitated when learners are given chances to express and evaluate their own thinking.

Last updated: 1/30/2018

Student Enrollment by Grade Level (School Year 2016-17)

WISH Academy High School opened its doors in the 2017-2018 School Year with 78 9th grade students. WAHS will expand in the 2018-2019 school year with 9th grade and 10th grade classes each at approximately 125 students.

Grade Level	Number of Students
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Last updated: 1/30/2018

A. Conditions of Learning

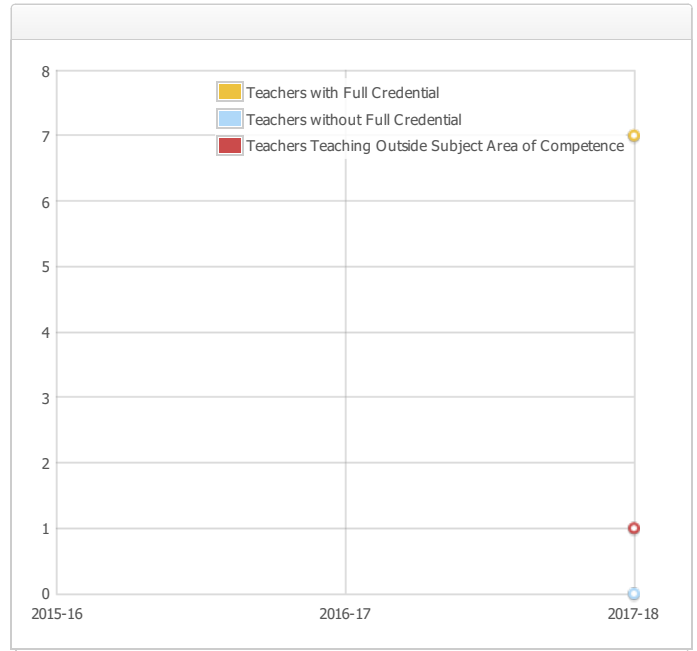
State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential			7	21812
Without Full Credential			0	866
Teachers Teaching Outside Subject Area of Competence (with full credential)			1	2830



Last updated: 2/5/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners			0
Total Teacher Misassignments*			0
Vacant Teacher Positions			0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/30/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: August 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts			0.0 %
Mathematics	Houghton Mifflin Harcourt - <ul style="list-style-type: none"> • Algebra 1 - Copyright 2015 • Algebra 2 - Copyright 2015 • Geometry - Copyright 2015 	Yes	0.0 %
Science	Houghton Mifflin Harcourt - Physics Project Lead The Way - Vex Robotics	Yes	0.0 %
History-Social Science	Houghton Mifflin Harcourt - World History	Yes	0.0 %
Foreign Language	Pearson Education - Autentico	Yes	0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqmpt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 2/1/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: June 2016

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

Overall Facility Rate

Year and month of the most recent FIT report: June 2016

Overall Rating	Exemplary
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Last updated: 1/30/2018

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

C. Engagement

State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

The WCA School Site Council (SSC) is the collaborative leadership body of the WISH Community Association. The 12 members of the SSC, consisting of parents, students, teachers, administrators, and staff of WISH Academy, fulfill the mission of the school and the goals of the Charter. Parent officers are voted in to the SSC for 2-year terms, and meetings are held monthly on the school campus. These are public meetings that adhere to the Brown Act with an agenda posted seventy-two hours in advance of the meeting on the main campus gate.

Additional routes of communication and community involvement include:

- Bi-monthly Coffee with the Principal
- Quarterly room parent / parent liaison meetings
- Annual Service Learning community projects
- Monthly Grade Level meetings
- Weekly school wide digital newsletter (WISH Wise Weekly) & weekly High School specific newsletter
- Special events and specific community updates throughout the year

WISH Academy and the WCA strongly encourages community participation in school activities including events, fundraisers, site beautification projects and other volunteer opportunities. The School Site Council oversees community meetings and activities and oversees the numerous parent-led school committees.

State Priority: Pupil Engagement

Last updated: 2/2/2018

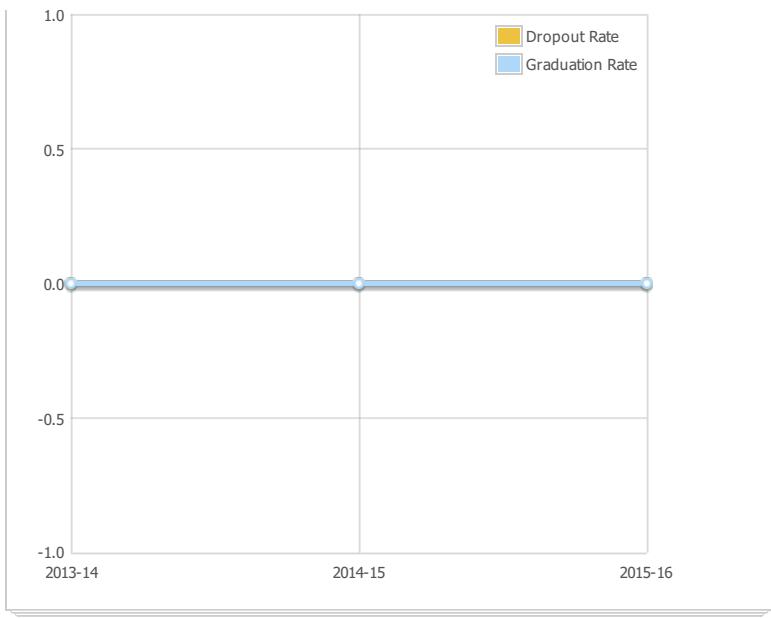
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	70.0%	72.0%	75.0%	81.0%	82.3%	83.8%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



State Priority: School Climate

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

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

School Safety Plan (School Year 2017-18)

WISH Academy High School Emergency Response Plan Westchester Enriched Sciences Magnets Campus 2017-2018

SELF-INFLICTED, PERSONAL INJURY If a student tries to hurt himself while at school, and it is life threatening, these procedures will be followed: 1) Teacher will: a) Call 911 for an immediate response. Address of school site is 7400 West Manchester Avenue, Los Angeles, CA 90045 b) Call the WISH Academy office at (310) 743-6990 and notify Principal Mowll at (424)645-8289 c) Follow up with a report to Children's Protective Services 2) The office will: a) Notify parents using emergency card information b) Call Didi Hirsch Community Mental Health at (310) 390-8896 c) Report the incident to the Police Department (310) 482-6334 d) Identify a substitute for the teacher, if necessary e) Request counseling services for students in the classroom, if necessary If a child tries to hurt himself at school and it is not life threatening, these procedures will be followed: 1) Teacher will: a) Call the office at (310) 743-6990 and request assistance from the principal b) Follow up with a report to Children's Protective Services. 2) The office will: a) Call the parents using emergency card information b) Connect the child by phone with the Suicide Prevention Hotline at 800-273-8255 c) Report the incident to the Police Department (310) 482-6334 d) Request a substitute for the teacher, if necessary e) Request counseling services for students in the classroom, if necessary

EARTHQUAKES, FIRE PROCEDURES, AND BOMB THREATS 1) Teachers will: a) For an earthquake, teachers will direct students to 'drop and cover' and wait until the shaking has stopped. b) The classroom emergency backpack will accompany the class upon evacuation. c) Evacuate the area with students immediately d) Close doors behind them, leaving them unlocked until Search & Rescue locks all classrooms e) Assemble on the WESM football field at the designated area. f) Line up students in their Advisory class facing the north gate. g) Face students (so teachers can see buildings and emergency personnel) h) Take attendance and account for all students i) Wait for further instructions from emergency personnel or administrator 2) Administrative and Office Staff will: a) Visually inspect all areas of campus to verify no one remains in school buildings b) Give further directions as directed by emergency personnel **POWER OUTAGE** 3) In the event of a power outage, teachers will remain with their students until a decision is made for the remainder of the school day. Students will not be released unaccompanied from classrooms to run errands or to use the bathrooms. The school day will continue as normally as possible. If a decision is made to send children home, the Emergency Closure Procedures will be followed.

INTRUDER/LOCKDOWN PROCEDURES - All Visitors/Volunteers will sign in at the WESM office and wear a 'WISH Academy High School Visitor' sticker or badge during school hours. 1) In the event of an intruder on campus, an announcement over the WESM P.A. system will be made. If the P.A. is not available, a WESM staff member will deliver the message to classrooms or there will be a long continuous bell. 2) The office staff will call 911 immediately. 3) Classroom teachers will direct students to move under the classroom windows. Internal and external doors to the classroom will be locked. If an intruder opens the door, children are to exit immediately. 3) Office staff will be responsible for locking internal and external doors to the building at the locations. 4) The 'lockdown' will remain in effect until law enforcement officers verify it is safe to resume school. 5) In the event that the school needs to dismiss students, the 'Early Closure Procedures' will be in effect, and the media will be notified. 6) During a lockdown situation, parents must not attempt to enter the building until the area has been secured by local law enforcement officers. 7) Once the lockdown has been removed, parents waiting to pickup their students will be directed to the school office where the students will be called from the classroom and escorted to the office by a school employee.

EVACUATION PROCEDURES In the event of an emergency that requires evacuation from classrooms before the regular dismissal time, we will follow these procedures. Administrator will: 1) Notify all classrooms. 2) Search & Rescue Teams move to emergency post and check for teachers holding up red cards. 3) Direct one staff member to begin notifying families. 4) Advise all incoming families to pick up their students directly from the Reunion Gate (located off of 91st Street) so that a comprehensive list of students who have left with parents can be maintained. **Teachers will:** 1) Wear safety vests for easy identification 2) Keep all students in their classrooms depending on the situation 3) The classroom emergency backpack and toilets will accompany the class upon evacuation. 4) Evacuate students to the designated area on football field. 5) Take Roll 6) Hold up a green card to indicate all students are present, hold up the red card to indicate students are missing (If you are holding up a red card a member of the Search & Rescue Team will come to you and ask for the students name and proceed to find the student). 7) Dismiss students directly to the emergency response team member when the students' parents have arrived. The emergency response team member will distribute the students to the parents. 8) Maintain a sign-out sheet so there is a written record indicating to whom students were released. 9) Support remaining students until further notice In the event of an emergency that requires evacuation from the school site at any time, we will follow these procedures. **Administrator will:** 1) Notify all personnel immediately. 2) Call Town Ride Inc. for transportation at 800-400-6024 3) Supervise the loading of buses on 91st Street Search & Rescue Team: 1) Report to the office to assist as needed 2) Stand outside for bus duty, as directed Teachers will: 1) Wear safety vests for easy identification immediately 2) Evacuate their students to the buses on 91st Street 3) Immediately take attendance to verify all students are together and notify administration or assigned support staff about any missing students **Evacuation Plan during lunch, before school, after school or during a school assembly:** 1) Lunch: Teachers on supervision will sweep all students from the designated lunch area and lead them to the emergency evacuation area located on the football field. Teachers not on supervision will be responsible to join students at these designated area and immediately take roll. 2) Before School: Students will immediately move to the designated emergency evacuation area on the football field. Teachers will join students at these designated area and immediately take roll. 3) After School: Students will immediately move to designated emergency evacuation area on the football field. Teachers will join students at these designated areas and immediately take roll. 4) School Assembly: All students will be directed to exit through the south doors of the auditorium. Teachers and students will go directly to their designated evacuation area. In a major crisis, if the school is unable to evacuate from 91st everyone will evacuate the school on Parkhill through the student parking lot.

EMERGENCY EARLY CLOSURE DURING THE SCHOOL DAY In the event it becomes necessary to send children home early from school, the following Emergency Closure Procedures will be followed: 1) The normal learning environment will continue until dismissal of students is announced 2) Parents will be notified of early closure and asked to pick up their student 3) Student will be escorted in lines to the WISH entrance gate. Parent's will then sign out their student.

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	642
Percent of Schools Currently in Program Improvement	N/A	69.0%

Last updated: 1/30/2018

Types of Services Funded (Fiscal Year 2016-17)

WISH Academy offers a full range of Special Educational Services including: Speech Therapy, Occupational Therapy, Physical Therapy, Psychological Services, and Counseling Services.

WISH Academy provides academic intervention for all At-Risk students

WISH Academy provides morning office hours and tutoring and homework assistance through our GOAL program

Last updated: 2/2/2018

Professional Development

WISH Academy is committed to providing educators with the time, resources, training and support they need to effectively meet the daily challenges of the classroom. WISH's professional development system offers growth opportunities for all staff members and educators. All members of WISH faculty and staff receive on site training, support throughout the year and have opportunities to attend national and regional conferences. Teachers frequently serve as guest lectures and provide model classroom experiences for pre-service practitioners.

Last updated: 2/5/2018