

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

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.



Jessica Leonard - (TK-5) / Chelsie Murphy (6-8)

Principal, WISH Community

About Our School

Message From Principal Leonard (Grades TK - 5)

I am extremely grateful to be a part of a collaborative, enthusiastic, and caring group of students, families, and staff. When children of all abilities learn together we teach them from the outset that all people have areas of strength and areas of need, we teach them to value all people, we teach them to challenge themselves, and above all, we teach them that everyone belongs in a community.

In the elementary school, we keep the child at the center of everything we do. The high quality, differentiated instruction provided by our excellent teachers allows students to participate in meaningful and engaging learning experiences throughout the day. WISH empowers and inspires our learners to reach their highest potential each and every day. Our highly qualified educators partner together to plan, teach, and assess each child. Each classroom builds a strong, inclusive environment together so that all students can grow and thrive here at WISH. Our school would not function without our valued parent partnerships. We know that a collaborative approach with all stakeholders is vital to improving student success. The partnerships built with families have led to a thriving and nurturing environment for children. It is such a joy for me to walk the campus and see evidence of all of the above things being played out in the day to day life at WISH!

My top priority as your elementary principal is to support a safe learning environment filled with an enriching, rigorous curriculum. I vow to promote a positive learning environment for all students by being a friendly and familiar face on campus, interacting regularly with students, staff, and families, and supporting teams to increase student achievement. I look forward to another successful year!

Warmly,
Jessica Leonard

Message from Principal Murphy (Grades 6 - 8)

My name is Chelsie Murphy and I am the proud principal of the 6-8 program at WISH Community School. We are a small, boutique middle school that prides itself on providing socially just classrooms in which all students engage in rigorous academics together amongst an environment of caring and supportive educators. Throughout the year we engage in project-based learning experiences that are both department-focused and cross-curricular; a few are International Festival, Service Learning, Science Fair and Annual Project.

Scholars at WISH Middle experience a balanced curriculum that not only includes five core classes: English math, history, science, and STEM; but also includes movement, Spanish, art, and music classes. This balanced approach to teaching and learning provides our students with a wide range of classes that then allows them to be better prepared to select the affinities they would like to focus on more in high school, college, and beyond.

It is essential to provide a robust social-emotional curriculum for our middle school students as well. We fully embrace the RULER program from the Yale's Center for Emotional Intelligence. This social-emotional literacy program provides our student body with the vocabulary, confidence, and tools to identify and regulate their emotions so they can effectively communicate with one another.

We also have a wide range of social and leadership opportunities for 6th-8th-grade students. Many students participate in our WISH Sports program and join a lunch club or two. We strongly encourage all students to get involved in at least one activity at WISH Middle and a few of our most popular programs are the Advanced STEM Aspiring Owls Club, Model United Nations, MathCounts, Where Everybody Belongs (WEB) Leadership, Student Leadership, Student Ambassadors, and Humans United.

I hope you come visit us and see our students growing and learning together.

Sincerely,
Chelsie Murphy

Contact

WISH Community
6550 West 80th St.
Los Angeles, CA 90045-1127

Phone: 310-642-9474
E-mail: info@wishcharter.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Austin Beutner
E-mail Address	austin.beutner@lausd.net
Web Site	www.lausd.net

School Contact Information (School Year 2018—19)	
School Name	WISH Community
Street	6550 West 80th St.
City, State, Zip	Los Angeles, Ca, 90045-1127
Phone Number	310-642-9474
Principal	Jessica Leonard - (TK-5) / Chelsie Murphy (6-8)
E-mail Address	info@wishcharter.org
Web Site	www.wishcharter.org
County-District-School (CDS) Code	19647330135921

Last updated: 1/31/2019

School Description and Mission Statement (School Year 2018—19)

WISH Charter is a free public, independent, non-profit, 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. 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, a challenge, and an 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.

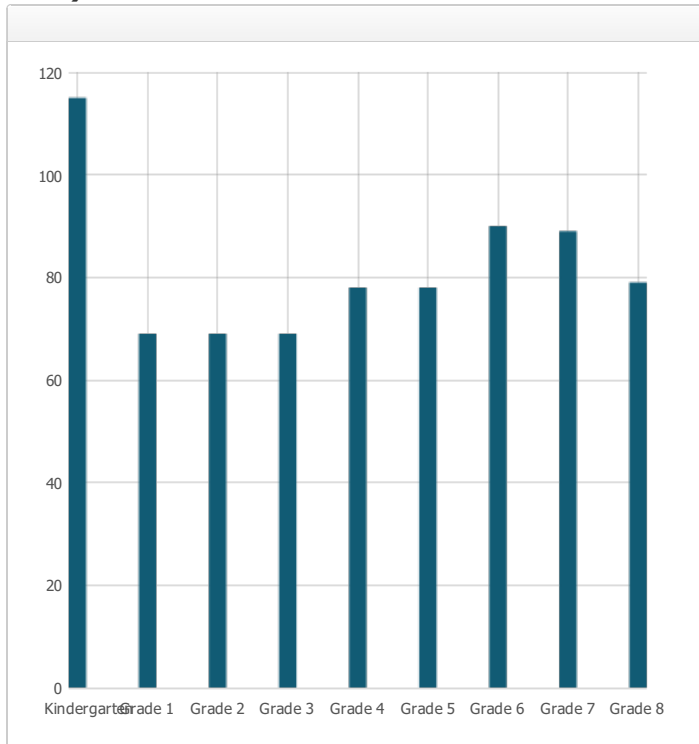
"Tell me, I forget. Show me, I remember. Involve me, I understand." Chinese proverb

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: 1/31/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	115
Grade 1	69
Grade 2	69
Grade 3	69
Grade 4	78
Grade 5	78
Grade 6	90
Grade 7	89
Grade 8	79
Total Enrollment	736



Last updated: 1/31/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	25.8 %
American Indian or Alaska Native	0.4 %
Asian	7.3 %
Filipino	1.2 %
Hispanic or Latino	20.9 %
Native Hawaiian or Pacific Islander	0.3 %
White	43.0 %
Two or More Races	1.4 %
Other	-0.3 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	22.9 %
English Learners	1.1 %
Students with Disabilities	14.0 %
Foster Youth	0.4 %

A. Conditions of Learning

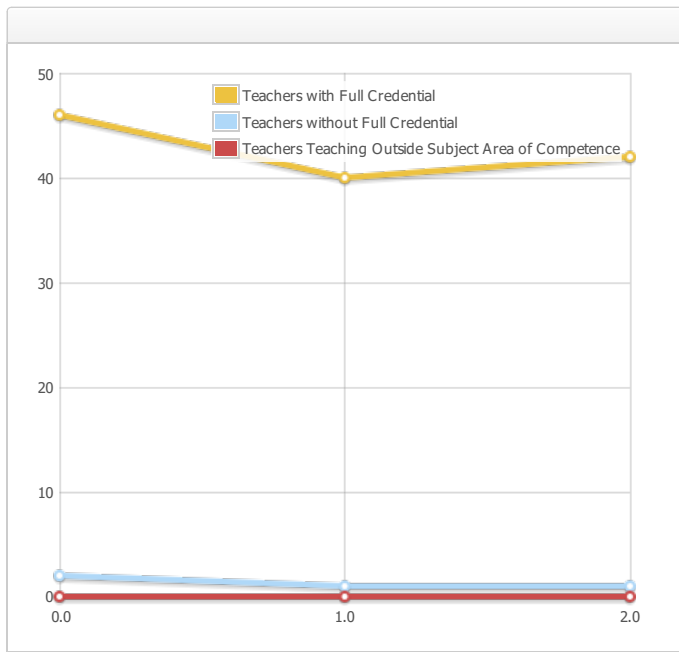
State Priority: Basic

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

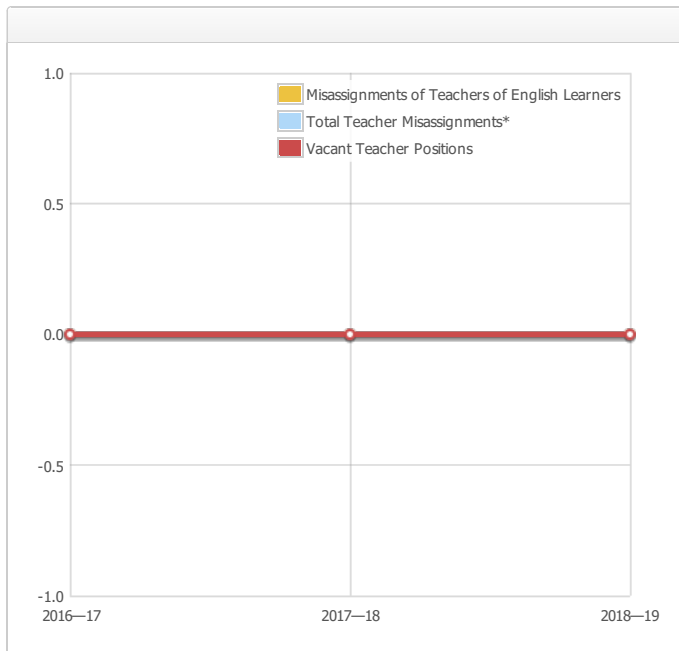
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	46	40	42	
Without Full Credential	2	1	1	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/31/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	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: 1/31/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: October 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>WISH Students use a variety of curriculum and resources for learning as every child learns differently.</p> <p>Readers' & Writer' Workshop (Lucy Calkins);</p> <p>Pearson Language Central;</p> <p>Understanding By Design;</p> <p>Achieve 3000 (Empower, Teen Biz, Kid Biz, and Smarty Ants)</p>	Yes	0.0 %
Mathematics	<p>At WISH we use both traditional textbooks and worksheets as well as online resources for math learning:</p> <p>Pearson's EnVision (TK-5);</p> <p>HMH Go Math! (6-8);</p> <p>ST Math (TK-1)</p> <p>MobyMax (2 - 8)</p>	Yes	0.0 %
Science	<p>In addition to grade level science requirements, WISH extends scientific learning with Project Lead The Way (PLTW) STEM across all grade levels.</p> <p>STEM –PLTW Launch and Engage and (TK-8);</p> <p>Science: Glencoe/McGraw Hill Integrated Science (6-8);</p> <p>Mystery Science (TK - 5)</p>	Yes	0.0 %
History-Social Science	<p>Social Studies – TCI</p> <p>California Weekly Explorer - WALK-THROUGH programs for grade 4 (<i>Walk Through California</i>), grade 5 (<i>Walk Through The American Revolution</i>) and grade 6 (<i>Walk Through the Ancient World</i>).</p>	Yes	0.0 %
Foreign Language	Spanish - Rosetta Stone & Prentice Hall Realidades (6-8)	Yes	0.0 %
Health	Physical Education- Harcourt Health & Fitness		0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/31/2019

School Facility Conditions and Planned Improvements

WISH Community School secures classroom space each year through Proposition 39. We currently co-locate on two LAUSD campuses; Orville Wright STEAM Magnet (TK – 5th) and the Westchester Learning Complex (6th-8th). WISH facilities are maintained and cleaned through janitorial contracts with LAUSD custodial staff. WISH staff conduct site inspections and spot-checks regularly to identify safety hazards and ensure the facility remains in compliance.

Last updated: 1/31/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: 2017

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: 2017

Overall Rating	Good
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Last updated: 1/31/2019

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.

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

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)		76.0%		43.0%		50.0%
Mathematics (grades 3-8 and 11)		61.0%		32.0%		38.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/31/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	467	454	97.22%	76.43%
Male	233	224	96.14%	70.09%
Female	234	230	98.29%	82.61%
Black or African American	136	134	98.53%	69.40%
American Indian or Alaska Native	--	--	--	
Asian	30	30	100.00%	80.00%
Filipino	--	--	--	
Hispanic or Latino	106	102	96.23%	66.67%
Native Hawaiian or Pacific Islander	--	--	--	
White	186	179	96.24%	87.15%
Two or More Races				
Socioeconomically Disadvantaged	123	121	98.37%	66.94%
English Learners	24	20	83.33%	50.00%
Students with Disabilities	54	47	87.04%	34.04%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/31/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	470	452	96.17%	61.06%
Male	235	224	95.32%	60.71%
Female	235	228	97.02%	61.40%
Black or African American	138	132	95.65%	46.21%
American Indian or Alaska Native	--	--	--	
Asian	30	30	100.00%	83.33%
Filipino	--	--	--	
Hispanic or Latino	106	102	96.23%	51.96%
Native Hawaiian or Pacific Islander	--	--	--	
White	187	179	95.72%	73.18%
Two or More Races				
Socioeconomically Disadvantaged	123	120	97.56%	51.67%
English Learners	24	20	83.33%	65.00%
Students with Disabilities	57	45	78.95%	22.22%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/31/2019

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

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

Last updated: 1/31/2019

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2017–18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	15.6%	19.5%	16.9%
7	23.9%	17.0%	22.7%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/31/2019

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 school site

Opportunities for Parental Involvement (School Year 2018—19)

WISH Community School is a highly successful TK-8 independent charter school authorized by LAUSD. The WISH model is built upon 6 key tenets, one of which is our parent partnerships. WISH sees parents as equal partners in their child's educational journey and encourages all parents and guardians to be actively engaged participants in the learning process. Parents who are invested in their children's education strengthen the educational experience and outcome for their children as well as bolster our school community.

At WISH we support parent engagement in their child's academics through various digital platforms through which parents can find homework, tests scores and grades, behavior, attendance and remain informed of school activities and policies. Platforms used regularly by WISH include BLOOMZ, CANVAS, KICKBOARD, ILLUMINATE, plus our own newly re-published website (www.wishcharter.org). All current parents and guardians also receive our weekly digital newsletter, the WISH Wise Weekly with whole school news, important dates, events, and grade-specific information.

Parents are encouraged to volunteer in a variety of areas at the school, both in the classroom and out of the classroom, with our students or behind the scenes. We support the individual passions of our parents and invite them to share their skills or expertise in those areas they are most enthusiastic to support. Parents are encouraged to take on leadership roles within our School Board where half of the seats are held by WISH parents, School Site Council, WISH Community Association (WCA) and a variety of school committees.

The WISH School Site Council consists of 12 members one-third of whom are parents elected into leadership positions. These open meetings allow parents to share information about WISH educational and social-emotional programming and the goals, progress and achievements of our Single Plan for Student Achievement, as well as discussions about and voting on how we will use our categorical funds.

WISH guides the social-emotional development of our students through the RULER program, which was initially suggested to us by WISH parents. WISH Educators participated in the YALE training to ensure the full understanding and effective implementation of the program, providing parents with the language and tools of the program to provide consistency at home. WISH parents meet in grade level groups regularly to share experiences and improve the practice in school and at home.

WISH has taken strides in ensuring parents have full access to the various outreach methods we regularly use including hiring interpreters to ensure our digital platforms are fully understood and used effectively by our parent community. This year we are also implementing our Diversity and Inclusion committee to ensure the interests of all parents are represented in our WISH culture.

Additionally, we host on-campus meetings regularly to keep parents/guardians and stakeholders apprised of all important developments at our school, and include parents in community outreach and education programs. Examples of some of these events are:

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

Examples of some of our parent-led committees include:

Fundraising Committee - The Fundraising Committee works with all other WISH committees to help raise additional much-needed funds to cover the costs of things not provided for by the LAUSD budget. Fundraising includes: Passive income streams (scrips, grocery programs), Direct donations (WISH families, business partnerships, other friends of WISH), Events fundraisers (Fundraising and "Fun"raising opportunities to promote WISH community building while raising money),

Grants (applications to support specific WISH programs and curriculum), Auctions, Golf Tournaments etc.

Garden Committee - We are so fortunate at WISH to have access to the Emerson Community Garden and to be able to provide an education in horticulture to our students at every grade. Our goal is to educate and inspire our children to become successful in the garden, extend our children's knowledge of vegetables, fruits, and landscape plants, raise awareness of what it means to grow your own food. We also stress environmental benefits and protections including strongly encouraging recycling, reusing and reducing our waste, as we explore and develop ways to bring awareness to our environment, and how to promote good environmental practices with our students. And we do all of this while we have FUN!

Service Learning Committee - The Service Learning Committee works closely with the WISH classroom teachers to facilitate and support a semester of service learning, where community service projects are implemented into the curriculum in a hands-on and meaningful way. Students are involved in choosing individual classroom projects, which have included raising funds and collecting donations for a local animal shelter, writing letters to Veterans, creating hygiene kits for homeless youth and more. Our school-wide project is the Clean-Up-A-Thon, where students and their families participate in cleaning our local Toes Beach in Playa Del Rey. Middle School Scholars are also required to complete Community Service Hours outside of school to learn the significance of giving back.

SMaRT Committee - Our SMaRT Committee (Science, Math and Robotics Technology) oversees our annual Science Fair – in which more than 300 children participated last year. Participation in our Science Fair is voluntary at the Elementary level (T K – 5) but compulsory for our Middle School Scholars (6 – 8th Grade). The SMaRT Committee also manages our FLL and BotBall Robotics teams. WISH Scholars have been participating in both the First Lego League competitions AND BotBall competitions for 3 years.

Talent Show WISH has Talent and we love to share it with our community annually. Our Talent Show committee auditions our students, create flyers, prepare music, and oversees every aspect of the evening's program. The Talent Show also raises funds via concessions sales to offset any costs associated with the event!

WISH OWLS: Sports - WISH Middle has created a vibrant and active team sports program and this is a shining example of one of the tenets on which the school was founded - parental involvement. Evolution Sports' Coach Casey oversees our entire sports program, but our teachers, parents, and paraprofessionals are essential to the success of our teams as they serve in a variety of roles including team coaches, co-coaches and team parents, and in providing carpools and assisting at both practices and games. The league in which WISH competes, the FIYA league, recently featured WISH in a city-wide newsletter as an example of why their league was founded. FIYA cited the number of WISH families on the sidelines of each competition, cheering teams on in a display of good sportsmanship.

Yearbook Committee - The Yearbook Committee creates our beautiful annual memento, which always offers opportunities for our students to be involved in theme and design, and allows parents and children to create personal pages to commemorate each academic achievement and year.

State Priority: Pupil Engagement

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

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

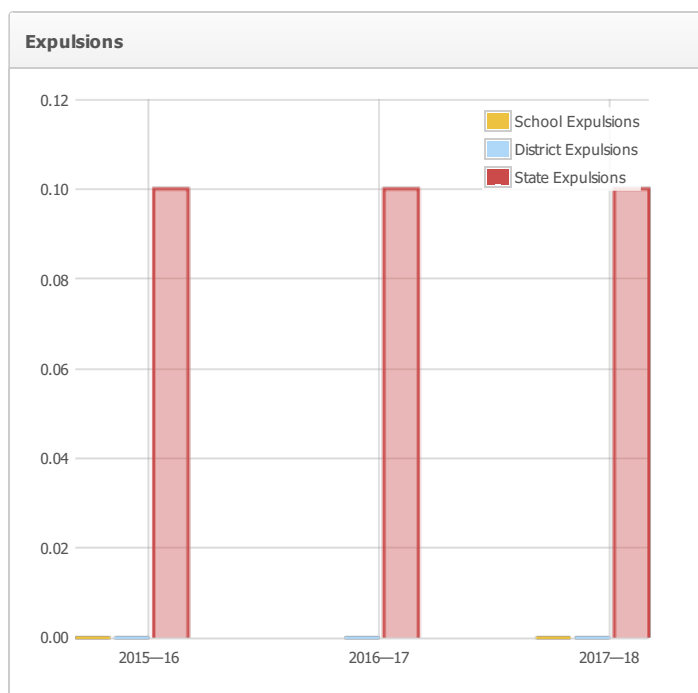
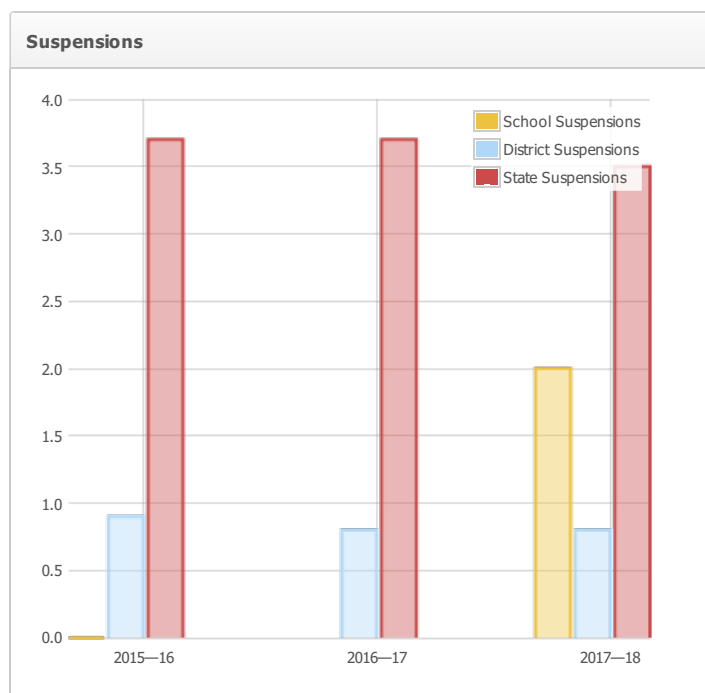
State Priority: School Climate

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

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

Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	--	--	2.0%	0.9%	0.8%	0.8%	3.7%	3.7%	3.5%
Expulsions	--	--	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/31/2019

School Safety Plan (School Year 2018—19)

WISH Community School is co-located on two separate campuses in the Westchester area. Our TK thru 5th-grade students co-locate on the Orville Wright Steam Magnet campus, and our 6 thru 8-grade students co-locate the Westchester Learning Complex. WISH administration works closely with the administration of the schools with which we share campus space to develop detailed safety plans for all possible scenarios. These plans include immediate actions for our own WISH staff and students, as well as detailed plans and procedures worked out in collaboration with our co-located schools. Full details of all of our emergency plans are located in each office and classroom on each campus. Examples of our procedures include:

- SELF-INFLICTED, PERSONAL INJURY** – procedures include calling 911, contacting students parents, school principal, suicide prevention hotlines, CPS, Police Department, Didi Hirsch Community Mental Health Services etc.
- EARTHQUAKES** – Earthquake drills are held regularly at all WISH campus sites in coordination with our co-locating schools. Students are well practiced in procedures for earthquakes and communication between school principals is a required element of all campus emergencies.
- FIRE PROCEDURES AND BOMB THREATS** - WESM will signal a sequence of 10 intermittent bells for fire or bomb threat emergency. Students are well practiced in procedures for fire and bomb threats and communication between school principals is a required element of all campus emergencies.
- POWER OUTAGE** – 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(ACTIVE SHOOTER)/LOCKDOWN PROCEDURES** – All Visitors/Volunteers to our Middle School will sign in with the WESM attendant and wear a 'WISH Community Visitor' sticker or badge during school hours. All Visitors/Volunteers to our Elementary School will enter through our Emerson gate and check in with our main office to obtain a visitor or volunteer sticker for identification purposes. In the event of an intruder/active shooter on campus, an announcement over the P.A. system will be made. If for any reason the P.A. is not available, staff members will deliver the message to classrooms or there will be a long continuous bell. The 'lockdown' will remain in effect until law enforcement officers verify it is safe to resume school. In the event that the school needs to dismiss students, the 'Early Closure Procedures' will be in effect, and the media will be notified.

WISH Community School students and staff participate in all active drills on our shared campuses and we are in constant communication via walkie-talkie with key staff and administration of our co-sharing schools.

Last updated: 2/1/2019

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.0		5	
1	24.0		3	
2	23.0		3	
3	23.0		3	
4	26.0		3	
5	26.0		3	
6	26.0	3	12	6
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Last updated: 1/31/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	27.0	1	5	1
Mathematics	28.0		6	
Science	28.0		9	3
Social Science	28.0	1	5	

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

Last updated: 1/31/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	0.6	N/A
Psychologist	0.4	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non-teaching)		N/A
Other	37.3	N/A

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

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

Last updated: 2/1/2019

Types of Services Funded (Fiscal Year 2017—18)

WISH Community School offers a full range of Special Educational Services including Speech Therapy, Occupational Therapy, Physical Therapy, Psychological Services, and Counseling Services. WISH provides academic intervention for all At-Risk students including our after-school tutoring and homework assistance through our GOAL program, PACE college preparatory classes, Math Lab, and Reading/Writing Lab.

Last updated: 1/31/2019

Professional Development

WISH Community School is specifically designed at its core to help all students succeed, and our teachers are trained in and deploy a range of strategies to engage learners of all types (GATE, EL, SPED). Intensive differentiation, scaffolding, and extra help support students to keep pace with class work, and targeted academic interventions address individual learner needs. All teachers participate in extensive professional development to address the needs of students with identified disabilities. Our co-teaching model, which consists of education specialists and designated instructional support providers working with the general education teachers to implement interventions and strategies throughout each student's program, and the implementation of the multi-tiered systems of support ensures that students with special needs receive the academic and behavioral instruction that they need on a daily basis to meet and/or exceed grade-level standards and graduate from high school.

WISH Community 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 and support throughout the year and they have opportunities to attend national and regional conferences. Teachers frequently serve as guest lectures and provide model classroom experiences for the preservice practitioner.

Programs we have recently implemented as part of our ongoing professional development include; CMAST (LMU); Reader's & Writer's Workshop with Growing Educators; RULER Training (Yale); AAC Intervention with Caroline Musselwhite; GATE Practices with Ruth Dutton; Co-Teaching with Amy Hanreddy.

Last updated: 1/31/2019