

WISH Academy High

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/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 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.



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.

Sincerely,
Kellie Mowll
Principal

Contact

WISH Academy High

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 Academy High
Street	7400 West Manchester Ave.
City, State, Zip	Los Angeles, Ca, 90045-2322
Phone Number	310 743 6990
Principal	Kellie Mowll, Principal
E-mail Address	info@wishcharter.org
Web Site	www.wishcharter.org
County-District-School (CDS) Code	19647330135632

Last updated: 2/1/2019

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: WISH Academy currently has grades 9 and 10, with grade 11 beginning in the 2019-2020 School Year. Class sizes are 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

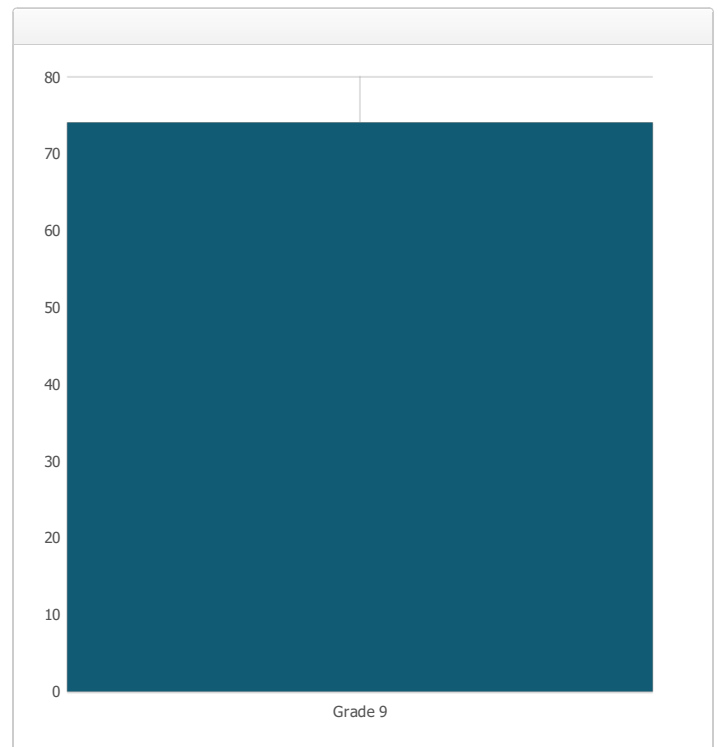
WISH adheres to the idea that people learn best by utilizing the principles of the constructivist theory. Constructivism emphasizes an internal-oriented approach in which by asserting one's knowledge, as well as participating in the learning process itself, learning is constructed by learner's interpretation 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: 1/28/2019

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

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
Grade 9	74
Total Enrollment	74



Last updated: 1/28/2019

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

Student Group	Percent of Total Enrollment
Black or African American	37.8 %
American Indian or Alaska Native	%
Asian	9.5 %
Filipino	%
Hispanic or Latino	36.5 %
Native Hawaiian or Pacific Islander	%
White	16.2 %
Two or More Races	%
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	44.6 %
English Learners	8.1 %
Students with Disabilities	24.3 %
Foster Youth	%

A. Conditions of Learning

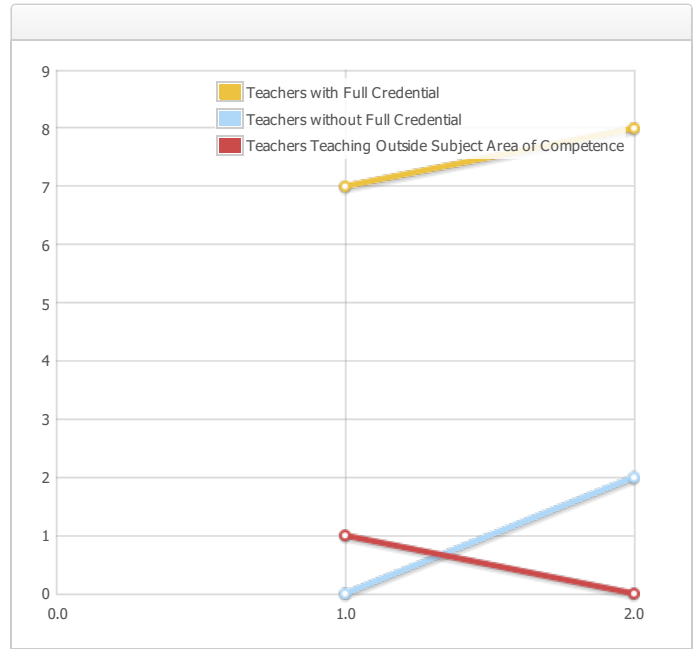
State Priority: Basic

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

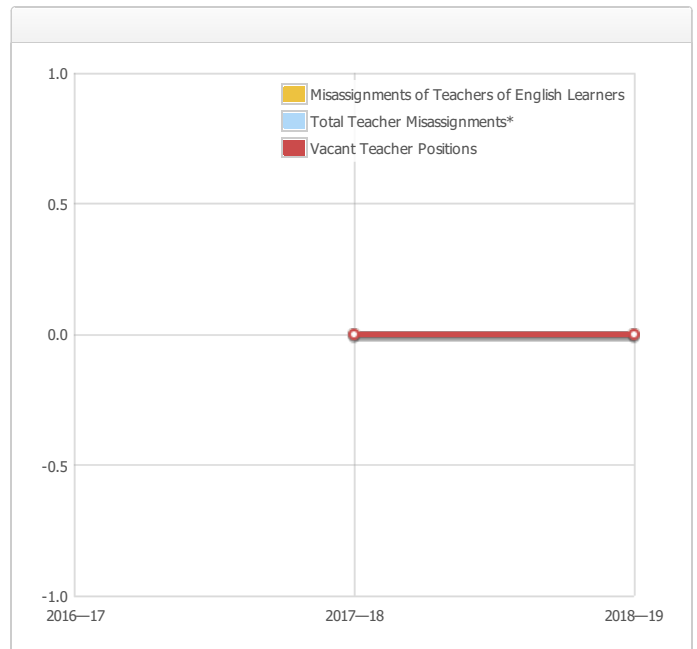
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential		7	8	
Without Full Credential		0	2	
Teachers Teaching Outside Subject Area of Competence (with full credential)		1	0	



Last updated: 2/1/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners		0	0
Total Teacher Misassignments*		0	0
Vacant Teacher Positions		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: 2/1/2019

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

Year and month in which the data were collected:

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt - Close Reader Collections Achieve 3000 - Empower	Yes	0.0 %
Mathematics	Houghton Mifflin Harcourt - Algebra 1 - Copyright 2015 Algebra 2 - Copyright 2015 Geometry - Copyright 2015	Yes	0.0 %
Science	Houghton Mifflin Harcourt - Physics, Modern Chemistry 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 Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 2/1/2019

School Facility Conditions and Planned Improvements

WISH Academy High School secures classroom space each year through Proposition 39 and we are co-located on the Westchester Learning Complex (6th-8th). WISH facilities are maintained and cleaned through janitorial contracts with LAUSD custodial staff. WISH staff conducts site inspections and spot-checks regularly to identify safety hazards and ensure the facility remains in compliance. We work along side our co-locating schools toward the maintenance of our campus.

Last updated: 2/1/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: February 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
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: February 2017

Overall Rating	Good
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Last updated: 2/1/2019

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				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
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: 2/1/2019

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	97.3%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	--

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 Academy High School is an expanding independent charter high school authorized by LAUSD. We have been renewed for an additional 5 year period starting with the 2019-2020 academic year. Just as our TK - 8 WISH Community School, our 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

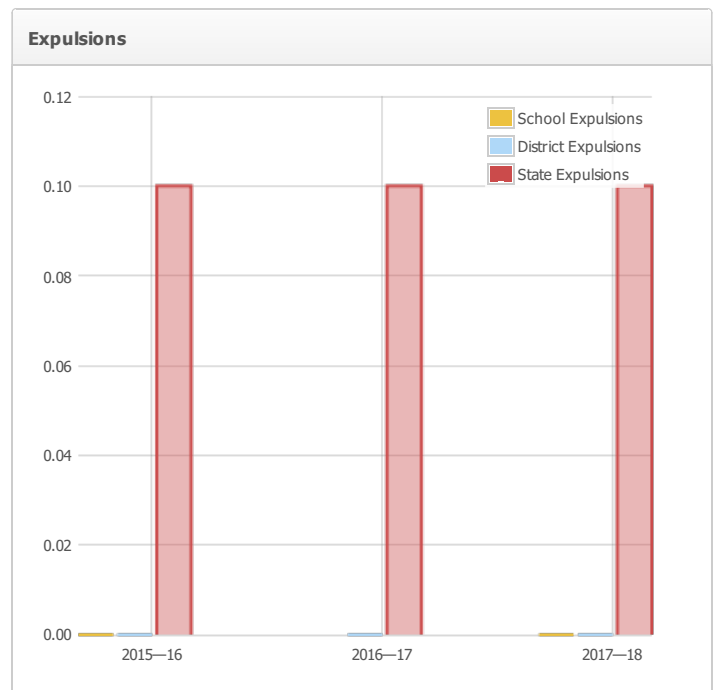
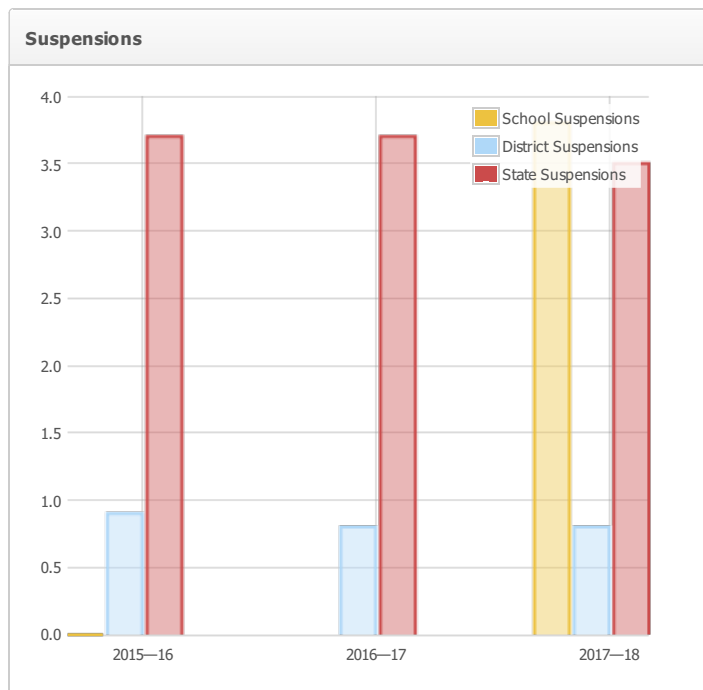
State Priority: School Climate

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	--	--	3.8%	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: 2/1/2019

School Safety Plan (School Year 2018—19)

WISH Academy High School works closely with the schools we co-locate with on the Westchester Learning Complex 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 class room on the complex. Some examples 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 will sign in at the WESM attendant and wear a 'WISH Academy High School Visitor' sticker or badge during school hours. In the event of an intruder/active shooter 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. 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.

EMERGENCY EARLY CLOSURE DURING THE SCHOOL DAY

In the event it becomes necessary to send children home early from school, the co-sharing schools on the Westchester Learning Complex have developed a safety plan for the evacuation of all children from our campus.

WISH Academy High School participates in all active drills on our shared campus and we are in constant communication via walkie-talkie with all other schools

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	19.0	3	1	
Mathematics	15.0	6		
Science	19.0	4		
Social Science	15.0	6		

* 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: 2/1/2019

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	1.0	74.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.2	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	10.5	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 using the Lindamood Bell Program for Reading and Comprehension.

Last updated: 2/1/2019

Professional Development

WISH Academy High 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 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 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; 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: 2/1/2019