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2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

School Accountability Report Card

Reported Using Data from the 2019–2020 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).

California School Dashboard

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

Jessica Richael & Chelsie Murphy, Principals

- Principal, WISH Community



About Our School

A Warm Welcome from WISH Community School!

We are pleased that you have expressed an interest in WISH Community School. WISH is a public TK – 8 span charter school where the educational journey is one of collaboration, communication, support, and academic excellence as a child-centered team. Our TK – 5th-grade program is led by Principal Jessica Richeal and our 6th Grade – 8th Grade Middle School program is led by Principal Chelsie Murphy. Please read the greetings from both of our school leaders below. For an opportunity to view a virtual tour, please visit: <https://www.visitwish.org/>

Message from Principal Richeal (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 elementary school, we keep the child at the center of everything we do. The high quality, differentiated instruction provided by our excellent teachers allow s 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

Warmly,
Jessica Richeal

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.

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. Throughout the year we engage in project-based learning experiences that are both department-focused and cross-curricular. 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.

In addition to academic rigor, WISH believes it is essential to provide a robust social-emotional curriculum for our middle school students as well. We fully embrace the RULER program from 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 National History Day, Model United Nations, MathCounts, Where Everybody Belongs (WEB) Leadership, Student Leadership, Student Ambassadors, and Humans United.

We look forward to seeing you on one of our campus tours, or please visit our virtual tours online to witness 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

Email: info@wishcharter.org

About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)

District Name Los Angeles Unified

Phone Number	(213) 241-1000
Superintendent	Austin Beutner
Email Address	austin.beutner@lausd.net
Website	www.lausd.net

School Contact Information (School Year 2020–2021)

School Name	WISH Community
Street	6550 West 80th St.
City, State, Zip	Los Angeles, Ca, 90045-1127
Phone Number	310-642-9474
Principal	Jessica Richael & Chelsie Murphy, Principals
Email Address	info@wishcharter.org
Website	http://www.wishcharter.org
County-District-School (CDS) Code	19647330135921

Last updated: 1/7/2021

School Description and Mission Statement (School Year 2020–2021)

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, 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.

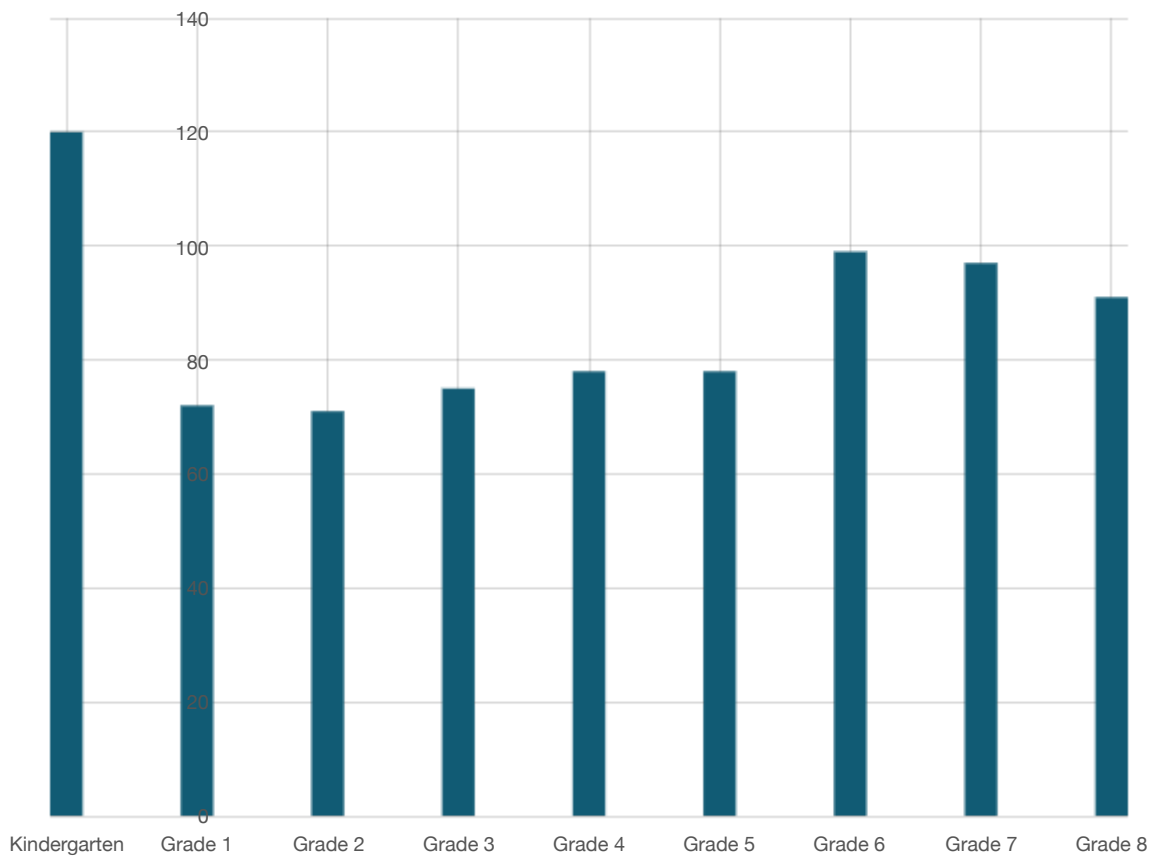
"Tell me, I forget. Show me, I remember. Involve me, I understand." Chinese proverb

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: 1/13/2021

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total
Number of Students	120	72	71	75	78	78	99	97	91	



Last updated: 1/13/2021

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or L
Percent of Total Enrollment	24.10 %	0.30 %	7.00 %	1.30 %	20.50 %
Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	
Percent of Total Enrollment	20.90 %	1.70 %	11.50 %	0.30 %	

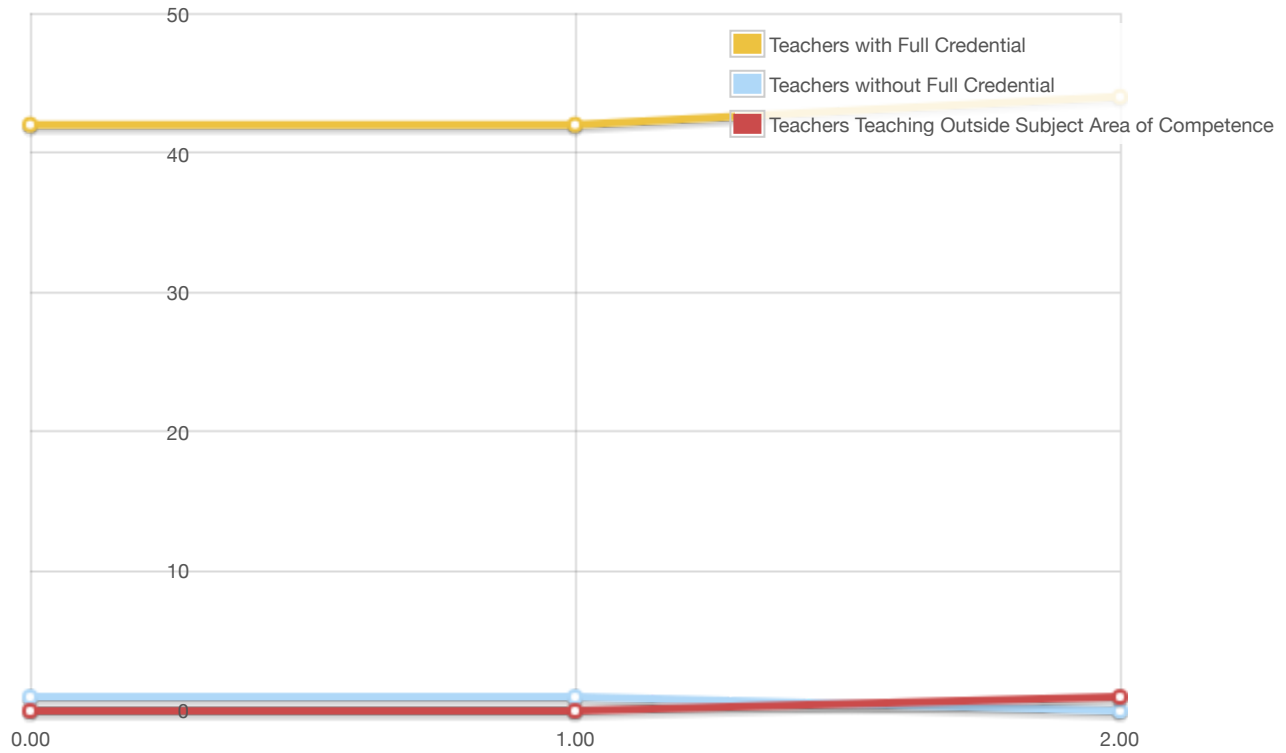
State Priority: Basic

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

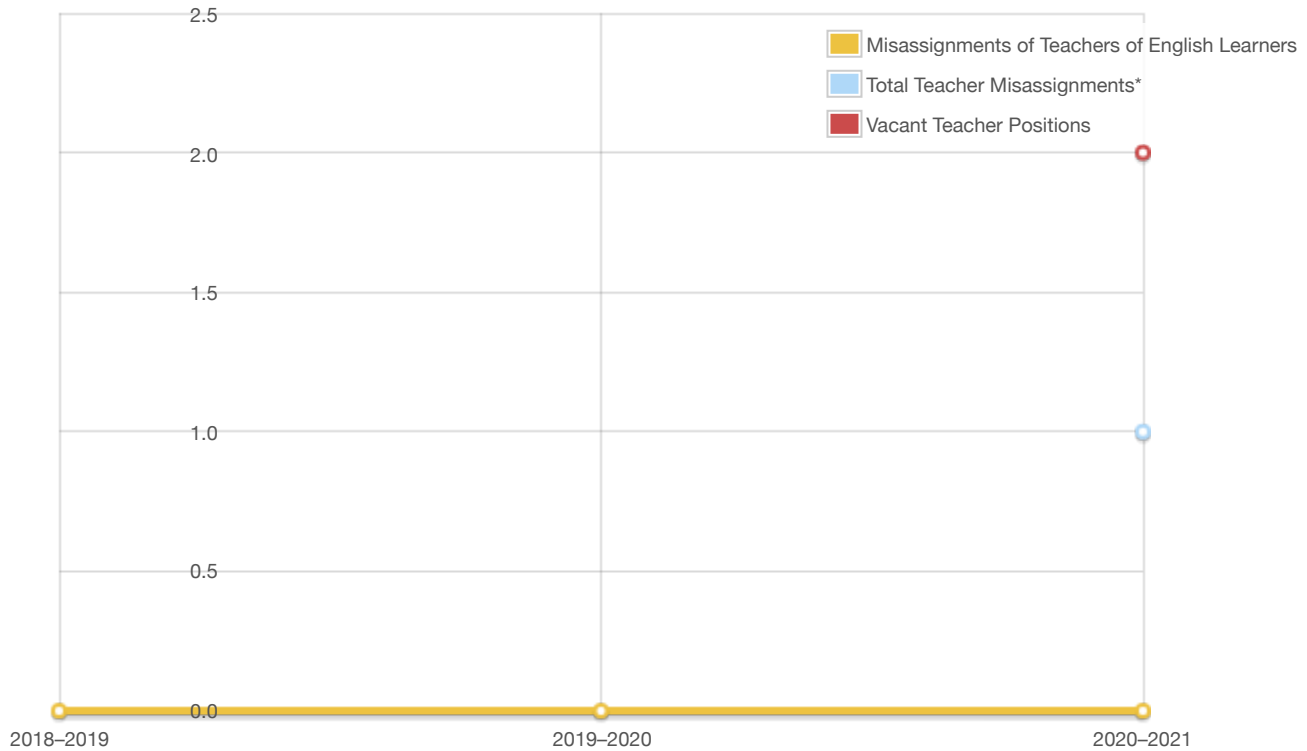
	School 2018– 2019	School 2019– 2020	School 2020– 2021	District 2020– 2021
Teachers				
With Full Credential	42	42	44	
Without Full Credential	1	1	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	1	



Last updated: 2/1/2021

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*			1
Vacant Teacher Positions			2



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: 2/1/2021

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

Year and month in which the data were collected: August 2020

Subject	Textbooks and Other 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> <ul style="list-style-type: none"> Readers’ & Writer’ Workshop (Lucy Culkins) Pearson Language Central Pearson/Savvas <i>myperspective</i> ELA (6 - 8) Understanding By Design Achieve 3000 (Empower, Teen Biz, Kid Biz, and Smarty Ants) - online learning platform RazKids- online learning platform 	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	At WISH we use both traditional textbooks and worksheets as well as online resources for math learning: <ul style="list-style-type: none"> • Pearson's EnVision (T K-6) • HMH Go Math! (6-8) • ST Math (T K-1) • MobyMax (K - 8) • Freckle Math (additional online practices and supports) 	Yes	0.00 %
Science	In addition to grade-level science requirements, WISH extends scientific learning with Project Lead The Way (PLTW) STEM across all grade levels. <ul style="list-style-type: none"> • STEM –PLTW Launch and Engage and (TK-8); • Science: Glencoe/McGraw Hill Integrated Science (6-8); • Mystery Science (T K - 5) 	Yes	0.00 %
History-Social Science	Social Studies – TCI California Weekly Explorer - WALK-THROUGH programs <ul style="list-style-type: none"> • Grade 4 (Walk Through California) • Grade 5 (Walk Through The American Revolution) • Grade 6 (Walk Through the Ancient World) 	Yes	0.00 %
Foreign Language	Spanish - Rosetta Stone & Prentice Hall Realidades (6-8)	Yes	0.00 %
Health	Physical Education- Harcourt Health & Fitness	Yes	0.00 %
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: 1/13/2021

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 (T K – 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: 1/13/2021

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: April 2019

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	Fair	WISH co-locates on an LAUSD site and - repairs to the campus are provided by LAUSD. All issues have been reported via a Service Call and will be completed based on the priority, age and our resource availabilities.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: April 2019

Overall Rating	Good
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Last updated: 1/12/2021

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	School	District	District	State	State
	2018– 2019	2019– 2020	2018– 2019	2019– 2020	2018– 2019	2019– 2020
English Language Arts / Literacy (grades 3-8 and 11)	73.0%	N/A	45.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	59.0%	N/A	34.0%	N/A	39%	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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: 1/13/2021

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/13/2021

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/13/2021

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

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	46	N/A	23	N/A	30	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 1/13/2021

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/13/2021

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 2019–2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 1/13/2021

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 2020–2021)

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 educators and WISH parents are equal partners in each child's educational journey and WISH 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 reports, attendance and remain continually informed of school activities and policies. Some of the platforms used regularly by WISH include BLOOMZ, CANVAS, KICKBOARD, ILLUMINATE, plus our own website (www.wishcharter.org) which we update regularly with pertinent information. All

current parents and guardians also receive our weekly digital newsletter, the WISH Wise Weekly which highlights whole-school news, important dates, events, and as well as 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, our School Site Council, the 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 brought to our attention by 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. We have successfully implemented and are continuing to grow our Diversity and Inclusion committee whose objective is to ensure the interests of all parents are represented in our WISH culture.

CHANGES DURING COVID-19 SCHOOL CLOSURES: With the closure of campus sites to students during COVID – 19 protocols WISH has migrated to virtual platforms for monthly Principal meetings, community education events, school social events, SSC meetings, and other committee meetings. These events have been highly attended due to the greater accessibility and flexibility provided by ZOOM and Google Meets.

WISH parents across all grade spans have been actively involved in our COVID-19 Return to School meetings which are held regularly as we navigate opening up classrooms again while adhering to county health department requirements and recommendations. During these meetings parents, faculty and school administration discuss all aspects of re-opening classrooms to students when we have permission to do so.

Last updated: 1/13/2021

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

(data collected between July through June, each full school year respectively)

Rate	Suspensions	Expulsions
School 2017–2018	0.02%	0.00%
School 2018–2019	0.01%	0.02%
District 2017–2018	0.70%	0.00%
District 2018–2019	3.50%	0.10%
District 2018–2019	3.50%	0.10%

**State
2017–2018**

Suspensions and Expulsions for School Year 2019–2020 Only

State (data collected between July through February, partial school year due to the COVID-19 pandemic)
2019–2020

Rate	Suspensions	Expulsions
School 2019–2020	0.01%	0.00%
District 2019–2020	--	--
District 2019–2020	2.50%	0.10%

**State
2019–2020**

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

Last updated: 1/13/2021

School Safety Plan (School Year 2020–2021)

WISH Community School co-locates on 2 LAUSD campuses. TK - 5 share the Wright Steam Magnet Campus and our 6 - 8th graders share space on the Westchester Learning Complex. At the start of each academic year, our administration meets with our co-sharing administrators to create a safety procedure plan for all children who are learning on the campus. Throughout the year, WISH Academy High School administrators and educators regularly run drills to prepare children for potential emergencies including fire, earthquake (drop and cover), emergency evacuations, and lock-down drills. WISH Schools also participate annually in the Great California ShakeOut. Emergency plans and practices cover all contingencies including evacuations and drills that occur during class time, yard time, before and after school. Faculty and staff are assigned specific roles for emergencies including serving on a search and rescue team, manning the

reunion and request gates, and accounting for each student and adult on campus. All adults with specific roles are easily identifiable by their emergency vest.

Additionally, as mandated reporters, all WISH staff are trained annually at the beginning of the school year to recognize and handle emergency situations relating to children's safety, including self-harm or other injuries, neglect, and medical scenarios such as seizures, anaphylaxis (epi-pen training) and CPR. Teachers, paraprofessionals, and office and support staff are well versed in how to manage situations where children's safety is a concern and are prepared to call emergency services (911), Didi Hirsch Mental Health Services, the Police Department, Children's Protective Services, and parents and guardians. These procedures are discussed regularly throughout the year as part of our Professional Development cycles

COVID – 19 Specific Addendum: WISH Continues to be guided by the California State Department of Education and the Los Angeles County Department of Public Health as we make plans to serve pupils on campus. All Public Schools, both Traditional and Charter, must adhere to the same policies and procedures to keep everyone safe.

Permission to return to campus for WISH involves two entities:

- o Los Angeles County Department of Public Health: Experts in public health and widespread disease control
- o LAUSD Facilities Department

The WISH intention is to protect the health and safety of our students, staff, and families to the fullest extent possible while providing our students with academically excellent, joyful, and equitable learning experiences, meaningful and engaging instructions, and our continued commitment to a whole scholar approach to education and social justice through inclusivity regardless of whether we are inside or outside our school buildings.

Last updated: 1/28/2021

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 (2017–2018)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	23.00	24.00	23.00	23.00	26.00	26.00	26.00	0.00
Number of Classes * 1-20	0	0	0	0	0	0	3	0
Number of Classes * 21-32	5	3	3	3	3	3	12	0
	0	0	0	0	0	0	6	0

**Number of Classes *
33+**

* 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 (2018–2019)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	23.00	23.00	24.00	26.00	26.00	28.00	29.00	0.00
Number of Classes * 1-20	0	0	0	0	0	0	5	0
Number of Classes * 21-32	5	3	3	3	3	3	3	0
	0	0	0	0	0	0	10	0

**Number of Classes *
33+**

* 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 (2019–2020)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	24.00	24.00	24.00	25.00	26.00	26.00	33.00	33.00
Number of Classes * 1-20	0	0	0	0	0	0	52	0
Number of Classes * 21-32	5	3	3	3	3	3	0	6
	0	0	0	0	0	0	3	0

**Number of Classes *
33+**

* 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: 2/1/2021

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

Subject	English	Mathematics	Science	Social Science
Average Class Size	27.00	28.00	28.00	28.00
Number of Classes * 1-22	1	6	9	1
Number of Classes * 23-32	5		3	5
	1			

**Number of Classes *
33+**

* 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 2018–2019)

Subject	English	Mathematics	Science	Social Science
Average Class Size	30.00	25.00	29.00	28.00
Number of Classes * 1-22	1	2	2	1
Number of Classes * 23-32	1	3	4	2
	5	3	8	4

**Number of Classes *
33+** * 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 2019–2020)

Subject	English	Mathematics	Science	Social Science
Average Class Size	28.00	26.00	31.00	31.00
Number of Classes * 1-22	2	4	11	4
Number of Classes * 23-32	6	4	5	4
	3	4		

**Number of Classes *
33+**

* 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: 1/12/2021

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	772

*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: 1/12/2021

Student Support Services Staff (School Year 2019–2020)

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.50
Library Media Services Staff (Paraprofessional)	
Psychologist	0.70
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.80
Resource Specialist (non-teaching)	2.70
Other	3.00

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

Last updated: 1/12/2021

Types of Services Funded (Fiscal Year 2019–2020)

WISH Community School offers a full range of Special Education 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 as well as other academic learning platforms that provide tiered learning and embedded supports such as Achieve3000 Boost.

Last updated: 1/12/2021

Professional Development

Measure	2018– 2019	2019– 2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	26	26	26

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