

WISH Community
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	6550 West 80th St. Los Angeles, CA , 90045-1127	Principal:	Jessica Oney (TK-5), Chelsie Murphy (6 - 8)
Phone:	(310) 642-9474	Grade Span:	K-8

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.

About This School

Jessica Oney (TK-5), Chelsie Murphy (6 - 8)

Principal, WISH Community

About Our School

Hello, and Welcome to WISH Community TK - 5!

I am Jessica Oney, the proud principal of WISH Charter Elementary School. Our school serves a diverse group of TK through 5th-grade students here in West Los Angeles. We are grateful to have a staff that excels at providing a collaborative educational setting where each student can learn from, and teach their peers daily in our classrooms. Our educators use a co-teaching model to provide students with multiple teaching styles and low student-adult ratios, that foster a personalized educational approach. With our inclusive model, children of all abilities learn together from the moment they enter our campus. This instills the mindset that each person is valued for their own unique differences and has a treasured place in our community.

Our whole scholar approach provides weekly Art, PE, Music, Technology, and Garden classes, in addition to a robust academic curriculum. To address our student's social-emotional needs, we utilize the RULER program from Yale's Center for Emotional Intelligence. This social-emotional literacy program teaches our students how to label their emotions and gives them the tools to regulate how they are feeling so that they can learn to express themselves in a way that helps them work through what they are feeling. We also offer various social and leadership opportunities for our students. Many students participate in our WISH Sports program, enrichment classes, and after-school clubs to help them find or grow in their passion.

Every day I am honored to walk the halls and see our Project Based Learning, Social-Emotional lessons, Academic Rigor, and a sincere enthusiasm for education and learning. The most exciting piece of being a part of this educational community is seeing the wonder, curiosity, and success of each student. We can't wait to continue to foster those attributes that create lifelong learners here at WISH Elementary.

Warmly,
Jessica Oney

Greetings,

My name is Chelsie Murphy, and I am honored to be the 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 where 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 our Winter Showcase that highlights National History Day Projects, Service Learning, Science Fair, and a STEM Showcase!

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 allow 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 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 to communicate with one another effectively. Students and faculty also regularly participate in Council Circles to build a stronger community and ensure all students feel heard and welcomed at school.

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.

Thanks again for your interest in WISH Community Middle School and I look forward to another great year of students growing and learning together.

Sincerely,
Chelsie Murphy
Principal

Contact

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

Phone: (310) 642-9474
Email: info@wishcharter.org

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Reilly, Megan
Email Address	megan.reilly@lausd.net

Website www.lausd.net

School Contact Information (School Year 2021—2022)

School Name WISH Community
Street 6550 West 80th St.
City, State, Zip Los Angeles, CA , 90045-1127
Phone Number (310) 642-9474
Principal Jessica Oney (TK-5), Chelsie Murphy (6 - 8)
Email Address info@wishcharter.org
Website <http://www.wishcharter.org>
County-District-School (CDS) Code 19647330135921

Last updated: 2/1/22

School Description and Mission Statement (School Year 2021—2022)

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 8 have approximately 26 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 weekly 30-minute debriefing sessions. 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.

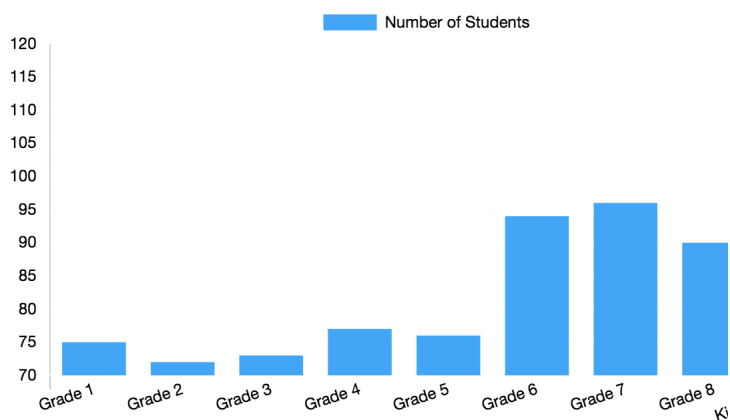
"Tell me, I forget. Show me, I remember. Involve me, I understand." Chinese proverb

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 learners' 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: 1/13/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 1	75
Grade 2	72
Grade 3	73
Grade 4	77
Grade 5	76
Grade 6	94
Grade 7	96
Grade 8	90
Kindergarten	119
Total Enrollment	772



Last updated: 2/1/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment
Female	45.80%
Male	54.20%
Non-Binary	0.00%
American Indian or Alaska Native	0.30%
Asian	6.90%
Black or African American	24.20%
Filipino	1.20%
Hispanic or Latino	21.90%
Native Hawaiian or Pacific Islander	0.10%
Two or More Races	6.60%
White	37.60%

Student Group (Other)	Percent of Total Enrollment
English Learners	2.60%
Foster Youth	0.10%
Homeless	0.10%
Migrant	0.00%
Socioeconomically Disadvantaged	19.70%
Students with Disabilities	14.60%

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

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Last updated:

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

Year and month in which the data were collected: January 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Readers' & Writer' Workshop (Lucy Calkins) - Pearson Language Central I-Ready ELA (online learning platform) RazKids- (online learning platform) Actively Learn - (online support and resources) Also, educator-selected novels and readings based on curricular standards and grade appropriateness.		0%
Mathematics	EnVision Math (T K-6) - Pearson Go Math! (6-8) - Houghton Mifflin Harcourt (textbooks and online resources) I-Ready Math (online learning platform) Freckle Math (online practices and supports) Khan Academy (online practice and supports)		0%
Science	<i>In addition to grade-level science standards, WISH extends scienti?c learning with Project Lead The Way (PLTW) project-based STEM curriculum across all grade levels.</i> Glencoe/McGraw Hill Integrated Science (textbooks and online resources) <ul style="list-style-type: none"> • 6th Grade - Earth & Space • 7th Grade - Life Science • 8th Grade - Physical Science Mystery Science (T K - 5) STEM –PLTW Launch and Engage and (TK-8)		0%
History-Social Science	TCI History Alive! (textbooks and online support resources) <ul style="list-style-type: none"> • 6th Grade - The Ancient World • 7th Grade - The Medieval World and Beyond • 8th Grade - The Industrial Revolution Actively Learn - (online support and resources) California Weekly Explorer - WALK-THROUGH program <ul style="list-style-type: none"> • 4th Grade - Walk Through California • 5th Grade - Walk Through The American Revolution • 6th Grade - Walk Through the Ancient World 		0%
Foreign Language	Spanish for Grade 6 - 8: Rosetta Stone & Prentice Hall Realidades		0%
Health	Harcourt Health & Fitness		0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 2/1/22

School Facility Conditions and Planned Improvements

WISH Community School secures classroom space each year through Proposition 39. We currently co-locate on the Orville Wright Engineering Design Magnet which is an LAUSD site. WISH facilities are maintained and cleaned through maintenance and janitorial contracts with LAUSD staff. WISH staff regularly conduct site inspections and spot-checks to identify safety hazards and ensure the facility remains in compliance. WISH reports all repair needs and service calls to LAUSD and the LAUSD onsite Plant Manager. WISH facilities staff diligently review classrooms and other public areas to maintain a professional, safe, and inviting learning environment for children.

Last updated: 2/1/22

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: February 2021

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: February 2021

Overall Rating	Good
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Last updated: 2/1/22

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

 - Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 - Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 - California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

 - Aligned with CA CCSS for ELA and mathematics;
 - Available to students in grades 3 through 8, and grade 11; and
 - Uniformly administered across a grade, grade span, school, or district to all eligible students.
- Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
 - Smarter Balanced ELA and mathematics summative assessments;
 - Other assessments meeting the SBE criteria; or
 - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
- College and Career Ready:** 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 taking and completing a state-administered assessment Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Last updated: 1/13/22

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	500	488	97.60	2.40	67.56
Female	229	221	96.51	3.49	73.76
Male	271	267	98.52	1.48	62.41
American Indian or Alaska Native	--	--	--	--	--
Asian	32	32	100.00	0.00	90.63
Black or African American	143	140	97.90	2.10	52.52
Filipino	--	--	--	--	--
Hispanic or Latino	95	90	94.74	5.26	55.56
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	25	25	100.00	0.00	64.00
White	198	194	97.98	2.02	79.38
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	100	96	96.00	4.00	44.21
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	89	82	92.13	7.87	30.86

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

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.

Last updated: 1/13/22

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	500	486	97.20	2.80	54.12
Female	229	221	96.51	3.49	54.75
Male	271	265	97.79	2.21	53.58
American Indian or Alaska Native	--	--	--	--	--
Asian	32	32	100.00	0.00	84.38
Black or African American	143	139	97.20	2.80	31.65
Filipino	--	--	--	--	--
Hispanic or Latino	95	90	94.74	5.26	47.78
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	25	24	96.00	4.00	50.00
White	198	194	97.98	2.02	67.53
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	100	95	95.00	5.00	33.68
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	89	82	92.13	7.87	31.71

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

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.

Last updated: 1/13/22

Local Assessment Test Results in Mathematics by Student Group**Assessment Name(s):****Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

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

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/13/22

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 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
Science (grades 5, 8, and high school)	N/A	40.76	N/A	25.29	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Last updated: 1/13/22

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	161	157	97.52	2.48	40.76
Female	81	79	97.53	2.47	41.77
Male	80	78	97.50	2.50	39.74
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	81.82
Black or African American	52	51	98.08	1.92	19.61
Filipino	--	--	--	--	--
Hispanic or Latino	30	30	100.00	0.00	26.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	60	57	95.00	5.00	56.14
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	38	36	94.74	5.26	25.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	21	91.30	8.70	19.05

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Last updated: 1/13/22

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 2020—2021)

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	--	--	--
7	--	--	--
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

Last updated: 1/13/22

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 2021-2022)

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 view 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, INFINITE CAMPUS, 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-span information.

WISH hosts a variety of events each year where parents are encouraged to attend to support the academic efforts of their scholars. These events include Back to School Night, Talent Shows, Parent-Teacher conferences, Student-led conferences, Science Fair, Art Gallery, and Award Assemblies.

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 HEALTH REGULATIONS: WISH strictly adheres to the recommendations of the Department of Public Health and LAUSD for Covid safety and precautions which may limit parent access to campus sites. To support COVID - 19 protocols WISH has migrated many of our events to virtual platforms. At this time, these include our monthly Principal meetings, community education events, school social events, parent conferences, talent performances, SSC meetings, and other committee meetings. We've been grateful to see high attendance at these online events 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 the evolving nature of recommendations and regulations regarding school opening and public health.

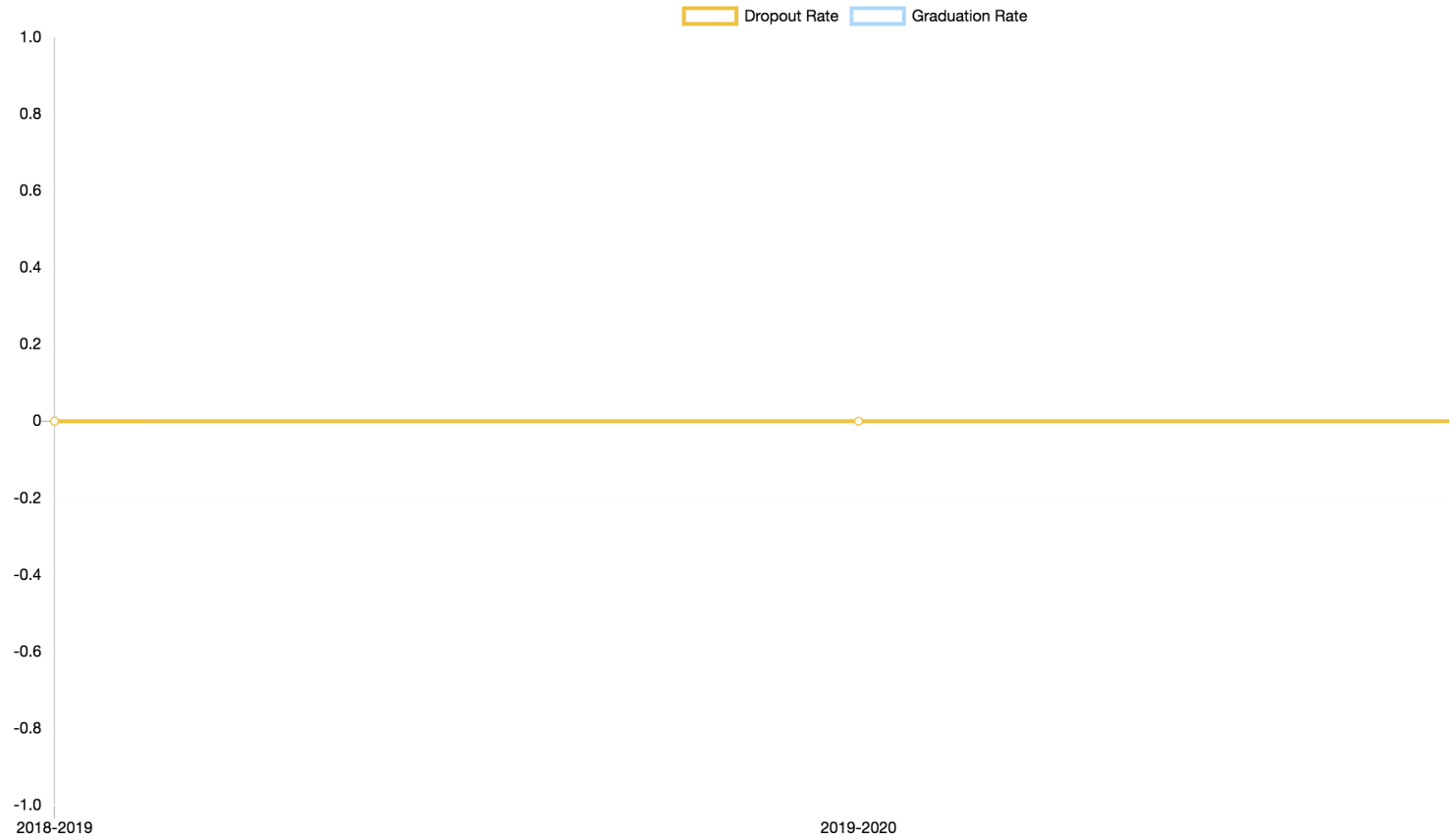
State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-2019	School 2019-2020	School 2020-2021	District 2018-2019	District 2019-2020	District 2020-2021	State 2018-2019	State 2019-2020	State 2020-2021
Dropout Rate	0.00%	0.00%	0.00%	10.90%	8.90%	8.10%	9.00%	8.90%	9.40%
Graduation Rate	--	--	--	81.50%	82.90%	83.50%	84.50%	84.20%	83.60%



**Chronic Absenteeism by Student Group
(School Year 2020—2021)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	776	771	23	3.0
Female	353	350	7	2.0
Male	423	421	16	3.8
American Indian or Alaska Native	53	53	0	3.8
Asian	2	2	0	0.0
Black or African American	181	180	10	5.6
Filipino	9	9	0	0.0
Hispanic or Latino	169	168	6	3.6
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	51	51	3	5.9
White	305	302	4	1.3
English Learners	20	20	1	5.0
Foster Youth	1	1	0	0.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	145	142	16	11.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	121	119	7	5.9

Last updated:

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	School 2018-2019	School 2020-2021	District 2018-2019	District 2020-2021	State 2018-2019	State 2020-2021
Suspensions	1.31%	0.00%	0.65%	0.00%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.02%	0.00%	0.08%	0.00%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions for School Year 2019—2020 Only

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

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	0.00%	0.44%	2.45%
Expulsions	0.00%	0.02%	0.05%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Last updated: 1/13/22

**Suspensions and Expulsions by Student Group
(School Year 2020—2021)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

Last updated:

School Safety Plan (School Year 2021-2022)

WISH Community School co-locates with Orville Wright Engineering Design Magnet - an LAUSD campus. 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. WISH Academy has created, and annually reviews and updates, a comprehensive Safe Schools Plan that incorporates procedures covering student health, safety, emergency plans and operations, learning plans, meal/food safety, etc. Throughout the year,

WISH Community 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 special 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 continue to serve pupils on campus and off. All Public Schools, both Traditional and Charter, must adhere to the same policies and procedures to keep everyone safe. 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: 1/13/22

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 2018—2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	23.00		5	
1	23.00		3	
2	24.00		3	
3	26.00		3	
4	26.00		3	
5	26.00		3	
6	29.00		3	
Other**	28.00		6	

* 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	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	24.00		5	
1	24.00		3	
2	24.00		3	
3	25.00		3	
4	25.00		3	
5	26.00		3	
6	32.00	0	3	
Other**	30.00		6	

* 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 2020–2021

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	24.00		5	
1	24.00		3	
2	24.00		3	
3	24.00		3	
4	26.00		3	
5	26.00		3	
6	32.00		3	
Other**	30.00		6	

* 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 (Secondary) (School Year 2018—2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	30.00	1	1	
Math	25.00	2	3	
Science	29.00	2	4	
Social Science	28.00	1	2	

* 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	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	28.00	6	6	
Math	28.00	4	4	
Science	31.00	11	5	
Social Science	31.00	4	4	

* 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 2020–2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	28.00	2	7	2
Math	28.00	5	5	3
Science	29.00		9	
Social Science	29.00		9	

Last updated: 1/13/22

* 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.

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	276

Last updated: 12/31/99

* 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.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	0.50
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.20
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	0.00
Other	0.00

Last updated: 12/31/99

* 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.

Types of Services Funded (Fiscal Year 2020–2021)

WISH Community School offers a full range of Educational Services to ensure all children reach their fullest potential - from gifted and talented to students with the most significant needs. WISH implements project-based learning opportunities for students of all abilities and a variety of support services for students with needs. WISH's dedicated service providers include speech therapists, occupational therapists, physical therapists, and psychological and counseling services. WISH also provides academic intervention for all At-Risk students using programs such as the Lindamood Bell Program for Reading and Comprehension, and internal supports programs like summer school programs, tutoring, and independent study.

Last updated: 1/13/22

Professional Development

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	26	26	26