

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

Address:	7400 West Manchester Ave. Los Angeles, CA , 90045-2322	Principal:	Kellie Mowll, Principal
Phone:	(310) 642-9474	Grade Span:	9-12

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

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 school 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 also the aptitude to complete 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 skillsets focused on problem-solving. As they continue, internships and work experience will prepare them to use this curriculum to prepare for college and universities.

In this unique time, our learning programs have been fully developed to ensure students are reaching their full potential as school programs have returned to on-campus instruction; we have continued to be successful in rigorous academics, student opportunities, student engagement, and community involvement to ensure each child receives a strong education that advances them in their journey towards college.

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. To join an on-campus tour or to view a virtual tour, please visit visitwish.org.

Sincerely,

Kellie Mowll
Principal

Contact

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

Phone: [\(310\) 642-9474](tel:(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 Academy High
Street	7400 West Manchester Ave.
City, State, Zip	Los Angeles, CA , 90045-2322
Phone Number	(310) 642-9474
Principal	Kellie Mowll, Principal
Email Address	info@wishcharter.org
Website	http://www.wishcharter.org
County-District-School (CDS) Code	19647330135632

Last updated: 1/13/22

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 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.

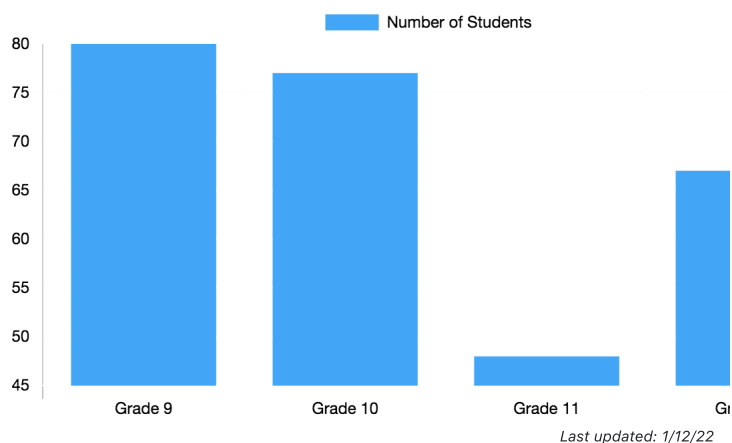
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As part of our commitment to a whole-person approach to education, the WISH faculty and parent association work together to raise additional funds to ensure that all students receive high-quality art, music instruction in voice and theory, physical 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: 1/12/22

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

Grade Level	Number of Students
Grade 9	80
Grade 10	77
Grade 11	48
Grade 12	67
Total Enrollment	272



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

Student Group	Percent of Total Enrollment
Female	40.00%
Male	59.00%
Non-Binary	1.00%
American Indian or Alaska Native	0.40%
Asian	5.90%
Black or African American	41.90%
Filipino	0.40%
Hispanic or Latino	25.40%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	6.30%
White	18.80%

Student Group (Other)	Percent of Total Enrollment
English Learners	1.50%
Foster Youth	0.70%
Homeless	0.40%
Migrant	0.00%
Socioeconomically Disadvantaged	25.40%
Students with Disabilities	24.30%

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: August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt - Close Reader Collections, California Collections, 9th Grade, California Collections, 10th Grade Star/Renaissance- Freckle Educator selected readings, novels, and anthologies	Yes	0%
Mathematics	Algebra 1 - Copyright 2015 - Houghton Mifflin Harcourt Algebra 2 - Copyright 2015 - Houghton Mifflin Harcourt Geometry - Copyright 2015 - Houghton Mifflin Harcourt Precalculus: Graphical, Numerical, Algebraic: - 10th Ed - Prentice-Hall/Pearson Calculus 2010 - Prentice-Hall/Pearson Star/Renaissance Math online Khan Academy	Yes	0%
Science	Physics, Modern Chemistry, Biology - Houghton Mifflin Harcourt Engineering By Design - Vex Robotics - Project Lead The Way AP Chemistry: Principles and Reactions, 8th Student Edition - Cengage (online editions) Starry Night High School (Astronomy) - Simcur (online editions)		0%
History-Social Science	Presidential Update - American Government: Stories of a Nation -Launchpad for AP US Government World History 10th Grade - Houghton Mifflin Harcourt United States History + Digital resources through United States History and Geography Continuity and Change - McGraw Hill AP American History + Digital resources through OLP Brinkly American History Connecting with the Past - AP Edition - McGraw Hill		0%
Foreign Language	Autentico- Spanish 1 - 4 - Pearson Education TruWay ASL - American Sign Language (online)		0%
Health			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: 1/13/22

School Facility Conditions and Planned Improvements

WISH Academy High School secures classroom space each year through Proposition 39. We currently co-locate on the Westchester Learning Complex which is an LAUSD site. WISH facilities are maintained and cleaned through janitorial contracts with LAUSD custodial sta?. WISH sta? regularly conduct site inspections and spot-checks to identify safety hazards and ensure the facility remains in compliance. WISH Sta? work directly with the LAUSD onsite Plant Manager to ensure facilities are appropriately maintained.

Last updated: 1/13/22

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	Fair	
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: 1/13/22

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	47	43	91.49	8.51	37.21
Female	22	18	81.82	18.18	50.00
Male	25	25	100.00	0.00	28.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	19	18	94.74	5.26	27.78
Filipino	0	0	0	0	0
Hispanic or Latino	14	13	92.86	7.14	53.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	15	14	93.33	6.67	35.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100.00	0.00	18.18

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: 1/12/22

**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	47	44	93.62	6.38	25.00
Female	22	19	86.36	13.64	26.32
Male	25	25	100.00	0.00	24.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	19	19	100.00	0.00	0.00
Filipino	0	0	0	0	0
Hispanic or Latino	14	13	92.86	7.14	46.15
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	15	14	93.33	6.67	28.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100.00	0.00	0.00

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: 1/12/22

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	34.92	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: 1/12/22

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	110	63	57.27	42.73	34.92
Female	45	21	46.67	53.33	14.29
Male	65	42	64.62	35.38	45.24
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	44	24	54.55	45.45	20.83
Filipino	--	--	--	--	--
Hispanic or Latino	34	20	58.82	41.18	40.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	16	10	62.50	37.50	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	31	15	48.39	51.61	26.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	15	57.69	42.31	6.67

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

Last updated: 1/12/22

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	--

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

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 Academy High School is a highly successful 9 - 12 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, 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-specific 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, Academic Exhibitions, Parent-Teacher conferences, Presentations of Learning, 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.

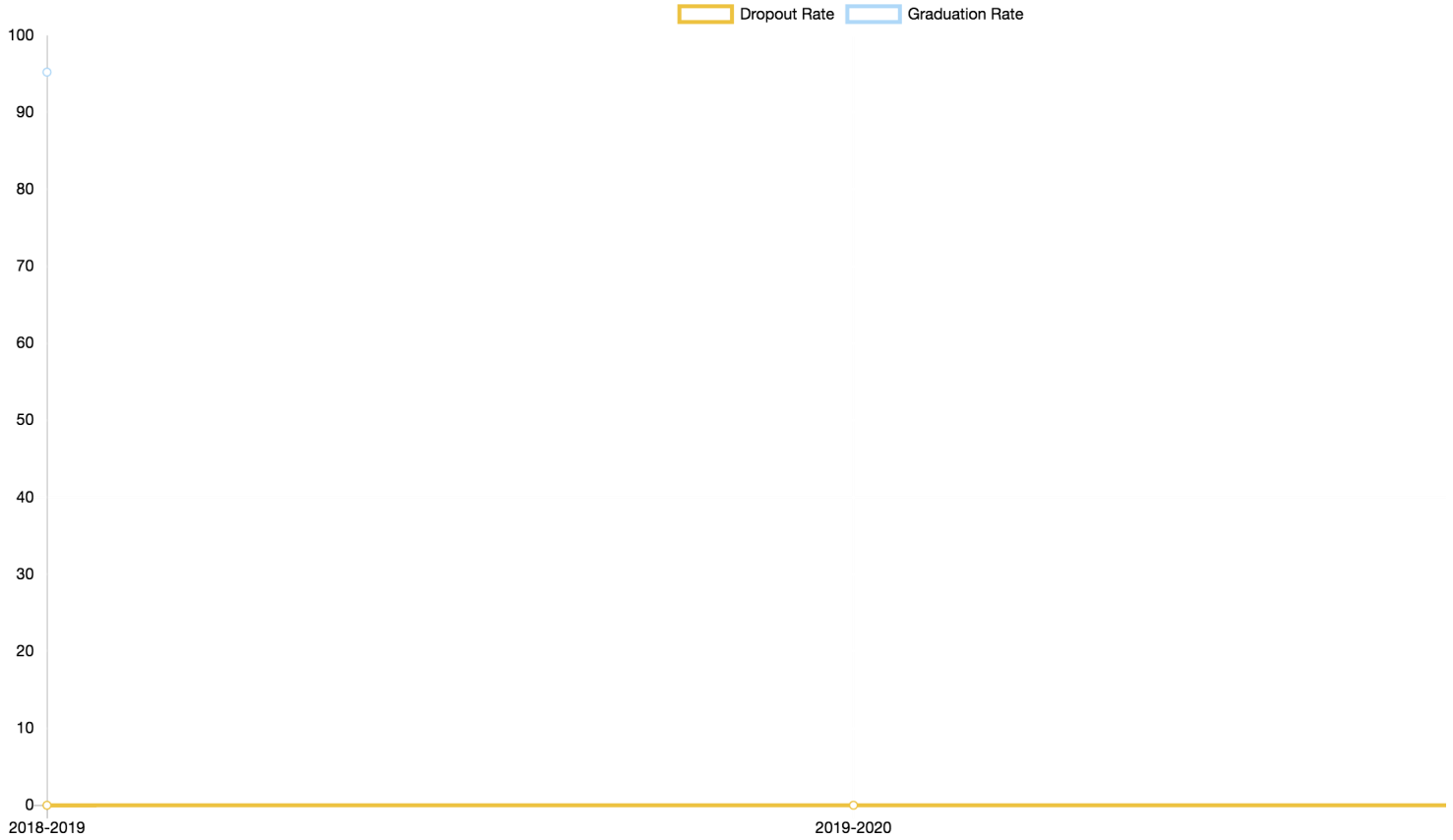
State Priority: Pupil Engagement

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	--	--	95.20%	81.50%	82.90%	83.50%	84.50%	84.20%	83.60%



Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2020—2021)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	67	64	95.5
Female	23	22	95.5
Male	44	42	95.5
Non-Binary	1	1	100
American Indian or Alaska Native			95.5
Asian	7	6	85.7
Black or African American	27	25	92.6
Filipino			--
Hispanic or Latino	20	20	100.0
Native Hawaiian or Pacific Islander			
Two or More Races			
White	11	11	100.0
English Learners	1	1	100
Foster Youth			--
Homeless	1	1	100
Socioeconomically Disadvantaged	34	33	97.1
Students Receiving Migrant Education Services			0.0
Students with Disabilities	18	15	83.3

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Last updated:

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	275	272	10	3.7
Female	111	110	3	2.7
Male	164	162	7	4.3
American Indian or Alaska Native	17	16	0	4.3
Asian	1	1	0	0.0
Black or African American	115	114	5	4.4
Filipino	1	1	0	0.0
Hispanic or Latino	69	69	3	4.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	19	19	0	0.0
White	53	52	2	3.8
English Learners	4	4	0	0.0
Foster Youth	2	2	0	0.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	76	75	7	9.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	71	68	1	1.5

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	1.50%	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 Academy High School co-locates on the Westchester Learning Complex - 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 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 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 (Secondary) (School Year 2018—2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	25.00	2	6	0
Math	20.00	3	4	0
Science	24.00	4	3	0
Social Science	17.00	2	2	0

* 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	27.00	6	2	3
Math	27.00	10	1	0
Science	20.00	9	2	0
Social Science	20.00	5	3	0

* 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	23.00	6	10	0
Math	23.00	15	3	0
Science	21.00	7	5	0
Social Science	22.00	7	6	0

Last updated: 1/12/22

* 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*	143.2

Last updated: 2/1/22

* 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)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.30
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	0.00
Other	1.00

Last updated: 2/1/22

* 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 Academy High 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 all students of all abilities and a variety of support services for students with needs. WISH's dedicated service providers include speech therapists, occupational therapist, physical therapist, 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: 1/12/22

Advanced Placement (AP) Courses (School Year 2020—2021)**Percent of Students in AP Courses** 20.60%

Subject	Number of AP Courses Offered*
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	1
Mathematics	2
Science	1
Social Science	2
Total AP Courses Offered*	8.00%

Last updated: 1/12/22

* Where there are student course enrollments of at least one student.

Professional Development

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