

About This School

Jessica Oney & Chelsie Murphy

Principal, WISH Community

About Our School



WISH COMMUNITY ES - MRS. JESSICA ONEY

Hello and welcome to WISH Community Elementary School!

I am Jessica Oney and I am the proud principal of WISH Community Elementary School, and a proud WISH parent as well. We serve a diverse group of TK-5th-grade students, in a vibrant, enthusiastic school setting, where each child is seen, understood, and encouraged to be the very best version of themselves. Thanks to a supportive and collaborative team of teachers, and our small class sizes, our educators are really able to get to know their students and meet their individual needs.

At WISH, we are committed to student achievement, with test scores and opportunities that have placed us in the top 5% of public schools in California. For us though, school is also supposed to be fun! We focus on hands-on, project-based learning which allows our young students to really immerse themselves in their lessons and learn by doing. We take our whole-scholar approach seriously, providing our kids with weekly Art, PE, Music, Technology, and Garden classes, which create rich educational opportunities outside of the traditional classroom setting. We also offer many different extracurricular activities for our students to help them find or grow their passions, including our WISH Sports program, enrichment classes, after-school clubs and Student Council.

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. To address our student's social-emotional needs, we utilize the RULER program from Yale's Center for Emotional Intelligence, a social-emotional literacy program that teaches our students how to label their emotions and gives them the tools to regulate and work through what they are feeling.

Every day I am honored to see our project-based learning, social-emotional lessons, academic rigor, and excitement for education alive in our classrooms. The most exciting part is seeing the wonder, curiosity, and success of each student. We love these kids and love creating lifelong learners here at WISH Elementary School.

Warmly,

Jessica Oney

joney@wishcharter.org

WISH COMMUNITY MS - MRS.CHELSIE MURPHY

Greetings All!

My name is Chelsie Murphy, and I am the proud principal at WISH Community Middle School. We are a small, boutique middle school that prides itself on its engaging, rigorous curriculum, supportive and enthusiastic educators, and its collaborative, inclusive environment.

Scholars at WISH Middle receive a broad and balanced education that not only includes five core classes—English math, history, science, and STEM—but also incorporates movement, Spanish, art, and music courses. This whole-scholar approach to teaching and learning provides our students with a wide range of opportunities and experiences, all of which will help guide them toward the affinities they would like to focus on more in high school, college, and beyond.

Throughout the year, we engage in project-based learning experiences that are both department-focused and cross-curricular, which culminate in quarterly presentations like our Winter Showcase and National History Day Projects, Service Learning presentations, our Science Fair, and a STEM Showcase.

The middle school years can be challenging, and our social-emotional curriculum is meant to support and ease those struggles. We fully embrace the RULER program from Yale's Center for Emotional Intelligence, a social-emotional literacy program that provides our students with the vocabulary, confidence, and tools to identify and regulate their emotions, and to communicate with one another effectively. Students and faculty also regularly participate in Council Circles, aimed at building a stronger community and ensuring all students feel heard and welcomed at school.

We also have a number of extracurricular opportunities for our 6th-8th grade students, like our WISH Sports program, Advanced STEM Aspiring Owls Club, Model United Nations, Student Leadership, Humans United, and more.

Thanks again for your interest in WISH Community Middle School and I look forward to another great year of helping our students grow and learn together.

Sincerely,

Chelsie Murphy

cmurphy@wishcharter.org

Contact

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

Phone: [310 642 9474](tel:3106429474)
 Email: info@wishcharter.org

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	Los Angeles Unified
Phone Number	
Superintendent	Carvalho, Alberto
Email Address	alberto.carvalho@lausd.net
Website	www.wishcharter.org

School Contact Information (School Year 2022–23)

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 & Chelsie Murphy
Email Address	joney@wishcharter.org
Website	www.wishcharter.org
County-District-School (CDS) Code	19647330135921

Last updated: 1/17/23

School Description and Mission Statement (School Year 2022–23)

WISH Charter is a free public, Independent, non-profit, charter school authorized by the Los Angeles United 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 23 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.

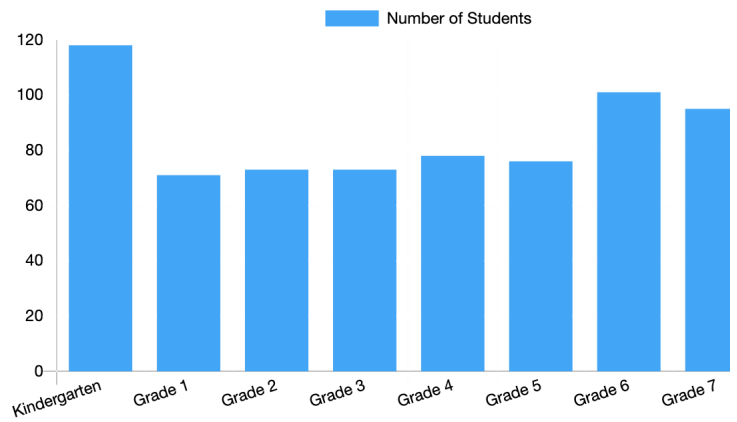
Affiliation with Loyola Marymount University's School of Education: WISH has an affiliation with the LMU School of Education that provides the ability to collaborate, continually study, and improve the instructional model at WISH while maintaining "best practices." LMU's nationally recognized School 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: 1/17/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	118
Grade 1	71
Grade 2	73
Grade 3	73
Grade 4	78
Grade 5	76
Grade 6	101
Grade 7	95
Grade 8	90
Total Enrollment	775



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/17/23

Student Enrollment by Student Group (School Year 2021–22)

Admission to WISH Community School is via a lottery process that ensures our school maintains its richly diverse student population.?

Student Group	Percent of Total Enrollment
Female	45.00%
Male	55.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	9.00%
Black or African American	22.00%
Filipino	1.00%
Hispanic or Latino	23.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	8.00%
White	37.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	4.00%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	20.00%
Students with Disabilities	14.00%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	35.00	82.50	22369.20	82.26	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	2.36	714.60	2.63	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.90	9.31	1398.60	5.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	1060.30	3.90	12115.80	4.41
Unknown	2.40	5.84	1651.30	6.07	18854.30	6.86
Total Teaching Positions	42.40	100.00	27194.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/17/23

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/17/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	
Misassignments	3.90	
Vacant Positions	0.00	

Authorization/Assignment	2020-21 Number	2021-22 Number
Total Teachers Without Credentials and Misassignments	3.90	

Last updated: 1/11/23

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

Indicator	2020-21 Number	2021-22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: August 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Readers' & Writer' Workshop (Lucy Culkins) - Pearson Language Central</p> <p>I-Ready ELA (online learning platform)</p> <p>RazKids- (online learning platform)</p> <p>Actively Learn - (online support and resources)</p> <p>Also, educator-selected novels and readings based on curricular standards and grade appropriateness.</p>	Yes	0%
Mathematics	<p>EnVision Math (T K-6) - Pearson</p> <p>Go Math! (6-8) - Houghton Mifflin Harcourt (textbooks and online resources)</p> <p>I-Ready Math (online learning platform)</p> <p>Freckle Math (online practices and supports)</p> <p>Khan Academy (online practice and supports)</p>	Yes	0%
Science	<p><i>In addition to grade-level science standards, WISH extends scientific learning with Project Lead The Way (PLTW) project-based STEM curriculum across all grade levels.</i></p> <p>Glencoe/McGraw Hill Integrated Science (textbooks and online resources)</p> <ul style="list-style-type: none"> • 6th Grade - Earth & Space • 7th Grade - Life Science • 8th Grade - Physical Science <p>Mystery Science (TK - 5)</p> <p>STEM –PLTW Launch and Engage and (TK-8)</p>	Yes	0%
History-Social Science	<p>TCI History Alive! (textbooks and online support resources)</p> <ul style="list-style-type: none"> • 6th Grade - The Ancient World • 7th Grade - The Medieval World and Beyond • 8th Grade - The Industrial Revolution <p>Actively Learn - (online support and resources)</p> <p>California Weekly Explorer - WALK-THROUGH program</p> <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 	Yes	0%
Foreign Language	Spanish for Grade 6 - 8: Rosetta Stone & Prentice Hall Realidades	Yes	0%
Health	Harcourt Health & Fitness	Yes	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: 1/30/23

School Facility Conditions and Planned Improvements

WISH Community School secures classroom space each year through Proposition 39. Our elementary students currently co-locate with Orville Wright STEAM Magnet, and our middle school students co-locate on the Westchester Learning Complex. Both sites are LAUSD facilities and 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 good repair. 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 clean, professional, safe, and inviting learning environment for children to learn.

Last updated: 1/17/23

School Facility Good Repair Status

WISH Community School secures classroom space each year through Proposition 39. Our elementary students currently co-locate with Orville Wright STEAM Magnet, and our middle school students co-locate on the Westchester Learning Complex. Both sites are LAUSD facilities and 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 good repair. 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 clean, professional, safe, and inviting learning environment for children to learn.

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: Not Available

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: Not Available

Overall Rating	Exemplary
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Last updated: 1/30/23

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:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3–8 and 11)	N/A	72%	N/A	41%	N/A	47%
Mathematics (grades 3–8 and 11)	N/A	60%	N/A	27%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

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: 1/18/23

**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 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	516	498	96.51	3.49	71.89
Female	233	224	96.14	3.86	79.02
Male	283	274	96.82	3.18	66.06
American Indian or Alaska Native	--	--	--	--	--
Asian	45	43	95.56	4.44	90.70
Black or African American	137	136	99.27	0.73	56.62
Filipino	--	--	--	--	--
Hispanic or Latino	102	96	94.12	5.88	61.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	29	27	93.10	6.90	70.37
White	195	188	96.41	3.59	83.51
English Learners	12	11	91.67	8.33	18.18
Foster Youth	0	0	0	0	0
Homeless				0	
Military	0	0	0	0	0
Socioeconomically Disadvantaged	112	107	95.54	4.46	49.53
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	89	82	92.13	7.87	32.93

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

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

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

Last updated: 1/17/23

**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 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	516	497	96.32	3.68	60
Female	233	224	96.14	3.86	56.70
Male	283	273	96.47	3.53	62.64
American Indian or Alaska Native	--	--	--	--	--
Asian	45	42	93.33	6.67	80.95
Black or African American	137	135	98.54	1.46	39.26
Filipino	--	--	--	--	--
Hispanic or Latino	102	96	94.12	5.88	48.96
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	29	27	93.10	6.90	70.37
White	195	189	96.92	3.08	74.07
English Learners	12	11	91.67	8.33	18.18
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	112	106	94.64	5.36	38.68
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	89	80	89.89	10.11	31.25

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

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

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

Last updated: 1/17/23

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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8, and high school)	40.76	46.88	25.29	20.02	28.5	29.47

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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

Last updated: 1/17/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	165	160	96.97	3.03	46.88
Female	69	65	94.20	5.80	47.69
Male	96	95	98.96	1.04	46.32
American Indian or Alaska Native	0	0	0	0	0
Asian	15	14	93.33	6.67	64.29
Black or African American	51	51	100.00	0.00	19.61
Filipino	--	--	--	--	--
Hispanic or Latino	29	26	89.66	10.34	46.15
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	61	60	98.36	1.64	61.67
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	44	43	97.73	2.27	20.93
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	33	31	93.94	6.06	12.90

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: 1/17/23

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 2021–22)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	%	%	%	%	%
7	97%	96%	96%	97%	99%
9	%	%	%	%	%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

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

Last updated: 1/17/23

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2022–23)

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

At WISH we support parent engagement in their child's academics using various online platforms through which parents can find homework, test scores and grades, behavior, and attendance and remain informed of school activities and policies. Platforms used regularly by WISH include BLOOMZ, CANVAS, KICKBOARD, INFINITE CAMPUS, plus our own website (www.wishcharter.org), with multiple translation options. WISH is also about to launch the WISH app to provide greater ease of connectivity for parents and caregivers. For families without computer access at home, we ensure both access and training/support for them to participate fully in home-school communications, providing offline communications as needed. All parents of currently enrolled WISH students are considered members of the WISH Community Association (WCA). This parent-led group facilitates open communication among the entire WISH community through Coffee with the Principals, and Community Education Nights, and executes many of our social and socially conscious events throughout the year including performances, fundraisers, site beautification projects, and other volunteer opportunities.

Parents are encouraged to take on leadership roles within our School Board where half of the seats are held by WISH parents, WISH Community Association (WCA), WISH Forward, and a variety of school committees.

**Chronic Absenteeism by Student Group
(School Year 2021–22)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	803	790	72	9.1
Female	361	353	28	7.9
Male	442	437	44	10.1
American Indian or Alaska Native	1	1	1	100.0
Asian	66	65	5	7.7
Black or African American	177	175	17	9.7
Filipino	10	10	1	10.0
Hispanic or Latino	177	176	29	16.5
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	71	70	5	7.1
White	298	291	14	4.8
English Learners	31	31	7	22.6
Foster Youth	1	1	0	0.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	169	168	34	20.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	126	126	20	15.9

Last updated: 1/17/23

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 for School Year 2019–20 Only

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

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.00%	0.44%	2.45%
Expulsions	0.00%	0.02%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

Suspensions and Expulsions

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

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	1.62%	0.00%	0.46%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.02%	0.00%	0.07%

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.

Last updated: 1/17/23

**Suspensions and Expulsions by Student Group
(School Year 2021–22)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.62	0.00
Female	1.39	0.00
Male	1.81	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	1.52	0.00
Asian	0.00	0.00
Black or African American	4.52	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.13	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.67	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.96	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.59	0.00

Last updated: 1/17/23

School Safety Plan (School Year 2022–23)

WISH Community School co-locates with LAUSD schools on two campus sites. 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 campus. WISH Community 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 earthquakes (drop and cover), emergency evacuations, and lock-down drills. Most of these drills are in conjunction with our co-locating schools ensuring that all children, faculty, and staff on each campus site are familiar with safety procedures. 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, and 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 vests.

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: 1/17/23

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 2019–20

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	24.00		4	
1	24.00		3	
2	24.00		2	
3	25.00		3	
4	43.00		1	2
5	52.00			2
6	21.00	52	5	16
Other**	33.00		2	1

* 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 2020–21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	24.00		5	
1	25.00		3	
2	24.00		3	
3	24.00		3	
4	26.00		3	
5	25.00		3	
6	33.00	30	4	21
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) School Year 2021–22

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	23.00		5	
1	24.00		3	
2	24.00		3	
3	24.00		3	
4	26.00		3	
5	26.00		3	
6	26.00	32	26	2
Other**				

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–20)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	24.00	4	8	0
Mathematics	31.00	3	4	0
Science	61.00			0
Social Science	41.00		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 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	31.00	1	7	2
Mathematics	27.00	2	5	3
Science	32.00	1		2
Social Science	32.00		5	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 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	20.00	6	4	
Mathematics	19.00	7	4	
Science	23.00	4	4	
Social Science	23.00	3	5	

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

Last updated: 1/31/23

Ratio of Pupils to Academic Counselor (School Year 2021–22)

WISH Community employs 2 full-time School Counselors - one of whom works exclusively with our elementary students in grades K through 5, and the other attends to the unique needs of our middle school students in grades 6 through 8.

Title	Ratio
Pupils to Academic Counselor*	387.50

* 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: 1/17/23

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	
Other	5.50

* 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: 1/17/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10564.86	\$2430.65	\$8134.21	\$67914.89
District	N/A	N/A	--	\$78635.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6593.62	\$85368.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/18/23

Types of Services Funded (Fiscal Year 2021–22)

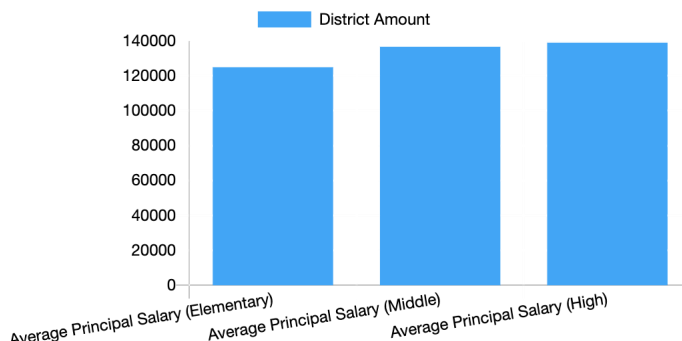
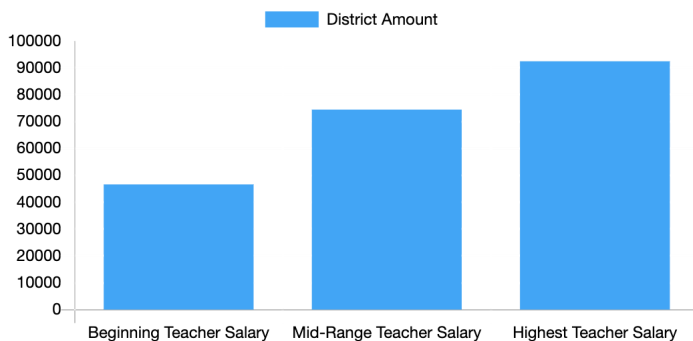
WISH Community School offers a full range of Educational and Social Emotional Services to ensure all children reach their fullest potential - from gifted and talented students to our students with the most significant needs. WISH implements project-based learning opportunities for all students of all abilities and a variety of support services for students with needs. WISH's dedicated service providers include speech therapists, occupational 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 support programs like summer school, Saturday School, tutoring, and independent study. Our social-emotional supports include the implementation of Yale's **Ruler** program and our partnership with **Care Solace**.

Last updated: 1/31/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46587.00	\$51080.95
Mid-Range Teacher Salary	\$74412.00	\$77514.16
Highest Teacher Salary	\$92389.00	\$105763.62
Average Principal Salary (Elementary)	\$124878.00	\$133420.78
Average Principal Salary (Middle)	\$136594.00	\$138593.75
Average Principal Salary (High)	\$138948.00	\$153391.60
Superintendent Salary	\$350000.00	\$298376.74
Percent of Budget for Teacher Salaries	27.02%	31.60%
Percent of Budget for Administrative Salaries	4.66%	4.97%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated:

Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	26	26	26

Last updated: 1/31/23