

WISH Community
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School
Year
California Department of Education

Address:	6550 West 80th St. Los Angeles, CA , 90045-1127	Principal:	Jessica Oney (TK - 5) and Maya Lohith (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 and access to prior year reports, 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.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Jessica Oney (TK - 5) and Maya Lohith (6-8)

📍 Principal, WISH Community

About Our School



WISH COMMUNITY TK - 5 - MS. JESSICA ONEY

Hello, and Welcome to WISH Community Elementary School!

I am Jessica Oney and I am one of the proud principals of WISH Community School. I serve as the principal for an amazing group of TK - 5th grade students. We are grateful to have a staff that excels at providing a collaborative educational setting where each student's learning is maximized! We have a high standard for school culture and kindness rules at WISH where students 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. From the moment they enter campus, all students are welcomed into our program of excellence which subscribes to a Whole Scholar Approach to Education and a commitment to social justice through inclusivity for all. 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 our 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 feel 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 excellence in education. 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

joney@wishcharter.org

WISH COMMUNITY 6-8 - MRS. MAYA LOHITH

Greetings All!

My name is Maya Lohith, and I am the proud principal at WISH Community Middle School. We are an active, public middle school that prides itself on a strong school culture, engaging and rigorous curriculum, awesome sports, amazing students, and a team of supportive and enthusiastic educators.

Scholars at WISH Middle receive a broad and balanced education that includes five core classes—English, math, history, science, and STEM—and many electives that include Leadership, movement, Spanish, art, and music courses. Our whole-scholar approach to teaching and learning provides our students with a wide range of opportunities and experiences, which 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 department-focused and cross-curricular, culminating 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 are exciting, 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. This social-emotional literacy program 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, which aim to build a stronger community and ensure all students feel heard and welcomed at school.

We also have several extracurricular opportunities for our 6th-8th grade students, like our WEB Leader Program, Student Council, Service Learning Projects, WISH Sports program, Advanced STEM Aspiring Owls Club, Model United Nations, Student Leadership, Humans United, and so much more. We hope you will join us on this fantastic Middle School journey!

Thanks again for your interest in WISH Community Middle School!

Sincerely,

Maya Lohith Principal

mlohith@wishcharter.org

Contact

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

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

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Carvalho, Alberto
Email Address	superintendent@lausd.net
Website	www.lausd.net

School Contact Information (School Year 2023–24)

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) and Maya Lohith (6-8)
Email Address	joney@wishcharter.org
Website	www.wishcharter.org
County-District-School (CDS) Code	19647330135921

Last updated: 1/11/24

School Description and Mission Statement (School Year 2023–24)

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 24 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.

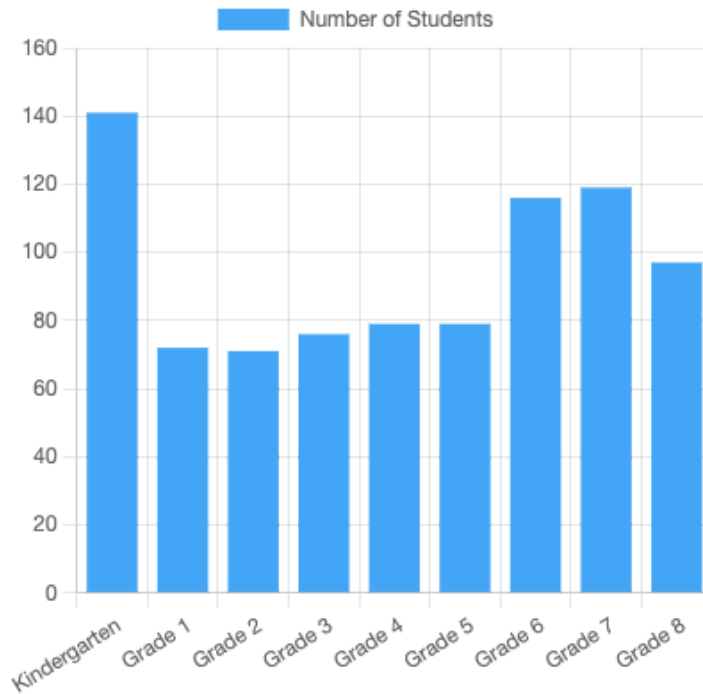
Affiliation with Loyola Marymount University's School of Education: WISH has an affiliation with the LMU School of Education that provides the ability to collaborate, continually study, and improve the instructional model at WISH while maintaining "best practices." LMU's nationally recognized School 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, and 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: 12/30/23

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	141
Grade 1	72
Grade 2	71
Grade 3	76
Grade 4	79
Grade 5	79
Grade 6	116
Grade 7	119
Grade 8	97
Total Enrollment	850



Last updated: 12/30/23

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	44.90%

Student Group (Other)	Percent of Total Enrollment
English Learners	2.70%

Student Group	Percent of Total Enrollment
Male	55.10%
Non-Binary	0.00%
American Indian or Alaska Native	0.10%
Asian	7.60%
Black or African American	20.60%
Filipino	0.90%
Hispanic or Latino	25.40%
Native Hawaiian or Pacific Islander	0.40%
Two or More Races	11.30%
White	33.40%

Student Group (Other)	Percent of Total Enrollment
Foster Youth	0.20%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	20.20%
Students with Disabilities	14.40%

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/Incomplete/NA	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%

WISH Community educators are dedicated and highly trained. We work with each educator to ensure they meet state credentialing requirements as well as the high-caliber expectations we have as a school. Every student is entitled to a compassionate, passionate, engaging, and knowledgeable teacher leading their classroom.

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: 1/11/24

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)	33.90	78.90%	23128.20	84.33%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	804.50	2.93%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.30	12.45%	1474.90	5.38%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	1009.60	3.68%	11953.10	4.28%
Unknown/Incomplete/NA	3.70	8.64%	1009.30	3.68%	15831.90	5.67%
Total Teaching Positions	43.00	100.00%	27426.80	100.00%	279044.80	100.00%

WISH Community educators are dedicated and highly trained. We work with each educator to ensure they meet state credentialing requirements as well as the high-caliber expectations we have as a school. Every student is entitled to a compassionate, passionate, engaging, and knowledgeable teacher leading their classroom.

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: 1/11/24

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

Authorization/Assignment	2020– 21 Number	2021– 22 Number
Permits and Waivers	0.00	0.00
Misassignments	3.90	5.30
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.90	5.30

Last updated: 11/2/23

**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	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

Last updated: 11/2/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.00%	10%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.70%	0.5%

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

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: August 2023

WISH Students use a variety of curriculum and resources for learning as every child learns differently and many of these learning materials are found online. The educational platforms employed for both core curriculum and support materials are outlined below with the textbook curriculum as appropriate. All WISH students are provided a school-issued Chromebook device to access online learning platforms.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	?Curriculum Associates iReady Classroom ELA Lucy Calkins Jump Rope Readers Raz Kids Reading A-Z ESGI TK Novel Studies (grades 4 - 8)	Yes	0
Mathematics	?Curriculum Associates iReady Classroom Math HMH Algebra 1 ESGI TK ST Math?	Yes	0
Science	?PLTW Mystery Science McGraw Hill Earth & Space Science (6th grade) McGraw Hill Life Science (7th grade) McGraw Hill Physical Science (8th grade)?	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	?TCI History Alive The Ancient World (6th grade) TCI The Medieval World and Beyond (7th grade) TC US Through Industrialism (8th grade) Achieve 3000 Actively Learn California Weekly Explorer - Walk Through California (grade 4) California Weekly Explorer - Walk Through The American Revolution (grade 5) California Weekly Explorer - Walk Through The Ancient World (grade 6)	Yes	0
Foreign Language	Savvas Spanish Auténtico (grades 6 - 8)?	Yes	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: 1/10/24

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: May 2022

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	The restrooms on the Westchester Learning Complex are currently undergoing staggered renovations. The campus will soon have all new facilities throughout.
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: May 2022

Overall Rating	Good
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Last updated: 1/10/24

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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA 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 completed state-
administered assessment
Percentage of Students Meeting or Exceeding the State Standard**

WISH Community School significantly outperformed state and district schools in Standardized Test Scores in both ELA and Mathematics.

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
English Language Arts / Literacy (grades 3-8 and 11)	72%	69%	41%	41%	47%	46%
Mathematics (grades 3-8 and 11)	60%	60%	27%	29%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/11/24

**CAASPP Test Results in ELA by Student Group for students taking and
completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	555	546	98.38%	1.62%	69.49%
Female	254	251	98.82%	1.18%	74.10%
Male	301	295	98.01%	1.99%	65.53%
American Indian or Alaska Native	--	--	--	--	--
Asian	42	41	97.62%	2.38%	92.68%
Black or African American	126	125	99.21%	0.79%	50.00%
Filipino	--	--	--	--	--
Hispanic or Latino	130	126	96.92%	3.08%	61.11%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	57	57	100.00%	0.00%	78.95%
White	192	189	98.44%	1.56%	79.79%
English Learners	12	11	91.67%	8.33%	27.27%
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	145	141	97.24%	2.76%	43.57%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	88	81	92.05%	7.95%	32.10%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/10/24

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	555	546	98.38%	1.62%	59.71%
Female	254	251	98.82%	1.18%	54.58%
Male	301	295	98.01%	1.99%	64.07%
American Indian or Alaska Native	--	--	--	--	--
Asian	42	41	97.62%	2.38%	85.37%
Black or African American	126	125	99.21%	0.79%	36.00%
Filipino	--	--	--	--	--
Hispanic or Latino	130	126	96.92%	3.08%	50.00%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	57	57	100.00%	0.00%	71.93%
White	192	189	98.44%	1.56%	73.02%
English Learners	12	11	91.67%	8.33%	9.09%
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	145	141	97.24%	2.76%	30.50%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	88	81	92.05%	7.95%	30.86%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/10/24

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

WISH Community significantly outperformed state and district schools in Standardized testing in Science.

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
Science (grades 5, 8, and high school)	46.88%	49.40%	20.02%	20.46%	29.47%	30.29%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/10/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	172	170	98.84%	1.16%	48.82%
Female	80	79	98.75%	1.25%	44.30%
Male	92	91	98.91%	1.09%	52.75%
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00%	0.00%	72.73%
Black or African American	39	39	100.00%	0.00%	17.95%
Filipino	--	--	--	--	--
Hispanic or Latino	38	38	100.00%	0.00%	47.37%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	22	22	100.00%	0.00%	68.18%
White	60	58	96.67%	3.33%	58.62%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	43	43	100.00%	0.00%	23.26%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	28	26	92.86%	7.14%	19.23%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/10/24

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 2022–23) 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	97%	96%	100%	95%	100%
7	91%	84%	93%	93%	93%

Note: The administration of the PFT during 2021–22 and 2022–23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/11/24

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 2023–24)

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 caregivers to be actively engaged participants in the learning process. Parents & caregivers who are invested in their child's education and school strengthen the educational experience and outcome for all children as well as bolster our school community.

ACADEMIC INVOLVEMENT: At WISH we support parent/caregiver engagement in their child's academics through various digital platforms through which parents/caregivers can find homework, test scores and grades, behavior reports, and attendance and remain continually informed of school activities and policies. Some of the platforms used regularly by WISH include BLOOMZ, CANVAS, SUITE 360, INFINITE CAMPUS, plus our website

(www.wlshcharter.org) which we update regularly with pertinent information. WISH Community offers parent-teacher conferences each fall and spring, and all educational staff are available for additional support for parents/caregivers and students via team meetings or data chats.

PARENT/CAREGIVER COMMUNICATIONS: All current parents and caregivers 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 that parents/caregivers 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. WISH has taken strides In ensuring parents/caregivers 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 community. We have successfully implemented and are continuing to grow our Diversity, Equity, and Inclusion committee whose objective is to ensure the Interests of all families are represented in our WISH culture.

VOLUNTEERISM: WISH does not have requirements or expectations mandating volunteerism. All WISH parents and caregivers are highly 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/caregivers and Invite them to share their skills or expertise In those areas they are most enthusiastic to support. Parents are also encouraged to take on leadership roles within our SchoolBoard, 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/caregivers elected to leadership positions. These open meetings allow parents/caregivers 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. WISH Educators participated in the YALE training to ensure the full understanding and effective implementation of the program, providing parents/caregivers with the language and tools of the program to provide consistency at home. WISH parents/caregivers meet in grade-level groups regularly to share experiences and Improve their practice In school and at home.

To support COVID-19 protocols during previous academic years, WISH migrated many of our events to virtual platforms. We have resumed many of our events and meetings to take place in person, however, grade-level or grade-span-specific meetings, and our SSC meetings are still held in a virtual format. 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.

State Priority: Pupil Engagement

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

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

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	863	850	72	8.5%
Female	389	381	28	7.3%
Male	474	469	44	9.4%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	1	1	0	0.0%
Asian	65	65	2	3.1%
Black or African American	175	170	20	11.8%
Filipino	8	8	0	0.0%
Hispanic or Latino	218	215	27	12.6%
Native Hawaiian or Pacific Islander	3	3	0	0.0%
Two or More Races	102	101	3	3.0%
White	287	284	19	6.7%
English Learners	30	30	2	6.7%
Foster Youth	2	2	0	0.0%
Homeless	0	0	0	0.0%
Socioeconomically Disadvantaged	206	199	39	19.6%
Students Receiving Migrant	0	0	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Education Services				
Students with Disabilities	136	135	16	11.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/10/24

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

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	1.62%	1.04%	0.00%	0.46%	0.55%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.02%	0.02%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/10/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.04%	0.00%
Female	0.26%	0.00%
Male	1.69%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.57%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.46%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	1.96%	0.00%
White	1.74%	0.00%
English Learners	3.33%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	1.46%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	2.94%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/10/24

School Safety Plan (School Year 2023–24)

WISH Community School TK - 5 co-locates on the Wright STEAM Magnet Campus. WISH Community 6 - 8 co-locates on the Westchester Learning Complex. Our classroom space is appointed to WISH via Proposition 39. As each academic year begins, our administration meets with our co-sharing administrators to create a safety procedure plan for all children who are learning on campus and share the emergency drill schedule to ensure all administrators, staff members, and students are prepared to participate.

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 earthquakes (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, 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 emergencies 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 throughout the year as part of our Professional Development cycles.

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: 1/10/24

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 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	28.00	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 (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	24.00	0	5	0
1	24.00	0	4	0
2	24.00	0	3	3
3	25.00	0	3	3
4	26.00	0	3	0
5	26.00	0	3	0
6	28.00	33	4	0
Other**	0.00	0	0	0

* 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 2020–21) (HIGH SCHOOL)

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) (HIGH SCHOOL)

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	28.00	2	10	0
Mathematics	28.00	2	10	0
Science	28.00	1	11	0
Social Science	28.00	2	7	3

* 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: 1/10/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

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. Additionally, as part of our partnership with LMU, WISH will have counseling interns working closely with our credentialed counselors each semester.

Title	Ratio
Pupils to Academic Counselor*	425

* 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: 1/10/24

Student Support Services Staff (School Year 2022–23)

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	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	
Other	3.00

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

Last updated: 1/10/24

Types of Services Funded (Fiscal Year 2022–23)

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 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 programs, tutoring, and independent study.

Last updated: 1/10/24

Professional Development

Professional Development: WISH believes that we all have the opportunity to better our practice and therefore invests significant time and resources to create opportunities for personal and professional growth for all of our educators and staff. WISH allocates 2 weeks of Personal Development days prior to the start of each school year, offering a variety of learning and growth opportunities covering social-emotional and behavioral supports for children (part of our commitment to the Yale RULER program), GATE practices, data review, and interpretations, and differentiated learning practices to support a variety of learning abilities and styles. WISH also provides weekly PD on our shortened day which may be spent in committee meetings, grade-level collaborative planning sessions, or whole group development to review best practices.

We also hold multiple educator debriefing sessions each week where teachers and paraprofessional staff share successes, challenges, and goals and collaborate and support one another

Measure	2021– 22	2022– 23	2023– 24
Number of school days dedicated to Staff Development and Continuous Improvement	26	26	24

Last updated: 1/10/24