

WISH Academy High

2023–24 School Accountability Report Card

Reported Using Data from the 2023–24 School Year

California Department of Education

| | | | |
|-----------------|---|--------------------|------------------|
| Address: | 7400 West Manchester Ave. Los Angeles, CA , 90045-2322 | Principal: | Kimberly Johnson |
| Phone: | (310) 743-6990 | Grade Span: | 9-12 |

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements 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 the 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Kimberly Johnson

📍 Principal, WISH Academy High

About Our School



Thank you so much for your interest in our school! My name is Dr. Kimberly Johnson, and I'm proud to continue to serve as the principal of WISH Academy High School.

I've worked in many different learning environments. I can honestly say that WISH Academy High School is exceptional, thanks to our incredible faculty, staff, students, and families. From an engaging curriculum to an enthusiastic and collaborative team of educators, and an exceptionally curious and driven student body - we have a strong school culture and the best kids ever. At WAHS, each scholar is encouraged to reach their full potential with rigorous coursework that allows them to tap into their interests and talents while preparing them for college entry and success with whatever lies ahead. Our numbers speak for themselves, with a 100% graduation rate and a 100% college acceptance rate as of school year 2023-2024.

Our community is dedicated to providing our WAHS scholars with a rich, well-rounded educational experience, with the opportunity to engage in pathway courses aligned to their interests including the PLTW Engineering and BioMedical coursework, Visual and Performing Arts classes, and the Liberal Arts/Civics pathway courses. However, they are not limited to their pathway and are encouraged to explore any classes that pique their interest. Last December, VAPA, STEM, and Civics students participated in our Here Comes the 80's musical showcase, proving our teens are not simply outstanding scholars, but talented musicians as well.

WISH Academy also proudly participates in CIF sports with championship teams in Soccer, Volleyball, Basketball, Track & Field, Swimming, and Cross Country.

As a school, we are committed to inclusiveness, the development of social and ethical skills, and a belief that positive attitudes are created when scholars of various strengths, needs, beliefs, and backgrounds learn together. We are molding future leaders and change makers, with students that aren't only learning about social justice, but promoting it.

Contact

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

Phone: [\(310\) 743-6990](tel:(310)743-6990)

Email: kjohnson@wishcharter.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

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

School Contact Information (School Year 2024–25)

| | |
|--|--|
| School Name | WISH Academy High |
| Street | 7400 West Manchester Ave. |
| City, State, Zip | Los Angeles, CA , 90045-2322 |
| Phone Number | (310) 743-6990 |
| Principal | Kimberly Johnson |
| Email Address | kjohnson@wishcharter.org |
| Website | www.wishcharter.org |
| Grade Span | 9-12 |
| County-District-School (CDS) Code | 19647330135632 |

School Description and Mission Statement (School Year 2024–25)

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

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.

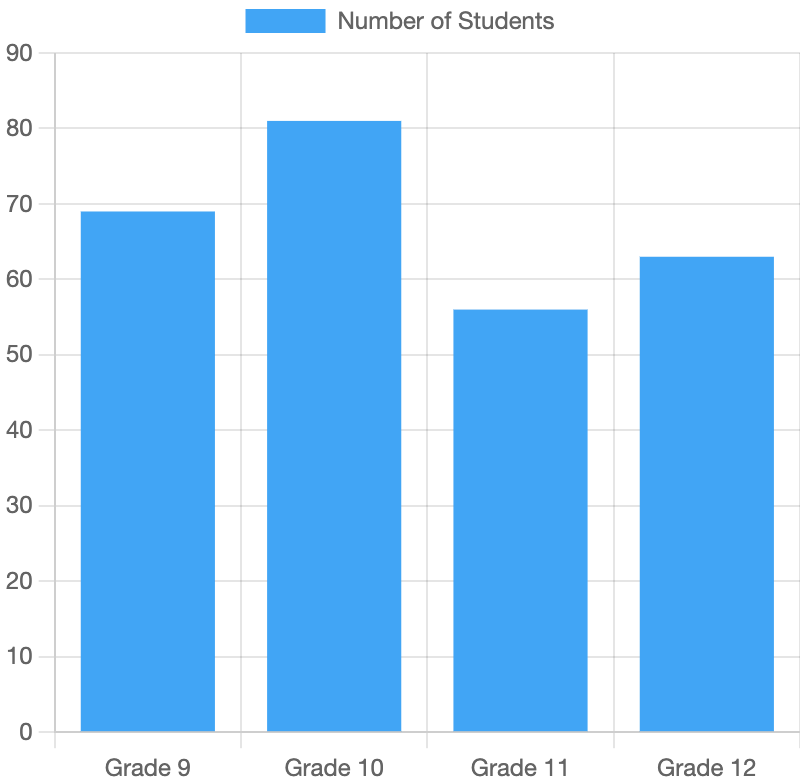
Affiliation with Loyola Marymount University's School of Education: WISH has an affiliation with the LMU School of Education that provides the ability to collaborate, continually study, and improve the instructional model at WISH while maintaining "best practices." LMU's nationally recognized School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

Student Enrollment by Grade Level (School Year 2023–24)

WISH Academy High School opened its doors in the 2017-2018 School Year with 78 9th grade students. WAHS will expand in the 2018-2019 school year with 9th grade and 10th grade classes each at approximately 125 students.

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 9 | 69 |
| Grade 10 | 81 |
| Grade 11 | 56 |
| Grade 12 | 63 |
| Total Enrollment | 269 |



Student Enrollment by Student Group (School Year 2023–24)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 40.20% |
| Male | 59.50% |
| Non-Binary | 0.40% |
| American Indian or Alaska Native | 0.40% |
| Asian | 4.50% |
| Black or African American | 40.90% |
| Filipino | 1.90% |
| Hispanic or Latino | 26.50% |
| Native Hawaiian or Pacific Islander | 0.00% |
| Two or More Races | 6.80% |
| White | 18.90% |

| Student Group (Other) | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| English Learners | 3.40% |
| Foster Youth | 0.00% |
| Homeless | 0.80% |
| Migrant | 0.00% |
| Socioeconomically Disadvantaged | 28.40% |
| Students with Disabilities | 28.80% |

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)

WISH Academy 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.

| 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) | 10.50 | 49.79% | 22369.20 | 82.26% | 228366.10 | 83.12% |
| Intern Credential Holders Properly Assigned | 4.00 | 18.92% | 714.60 | 2.63% | 4205.90 | 1.53% |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 4.40 | 20.81% | 1398.60 | 5.14% | 11216.70 | 4.08% |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.70 | 3.35% | 1060.30 | 3.90% | 12115.80 | 4.41% |
| Unknown/Incomplete/NA | 1.40 | 7.03% | 1651.30 | 6.07% | 18854.30 | 6.86% |
| Total Teaching Positions | 21.10 | 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.

Teacher Preparation and Placement (School Year 2021–22)

WISH Academy 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.

| 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) | 16.00 | 81.32% | 23128.20 | 84.33% | 234405.20 | 84.00% |
| Intern Credential Holders Properly Assigned | 0.70 | 3.60% | 804.50 | 2.93% | 4853.00 | 1.74% |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 2.30 | 11.93% | 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 | 0.60 | 3.05% | 1009.30 | 3.68% | 15831.90 | 5.67% |
| Total Teaching Positions | 19.70 | 100.00% | 27426.80 | 100.00% | 279044.80 | 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.

Teacher Preparation and Placement (School Year 2022–23)

WISH Academy 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.

| 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) | 18.40 | 84.86% | 22355.10 | 82.56% | 231142.40 | 83.24% |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00% | 1101.40 | 4.07% | 5566.40 | 2.00% |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 3.20 | 15.10% | 1596.00 | 5.89% | 14938.30 | 5.38% |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00% | 1053.60 | 3.89% | 11746.90 | 4.23% |
| Unknown/Incomplete/NA | 0.00 | 0.00% | 971.50 | 3.59% | 14303.80 | 5.15% |
| Total Teaching Positions | 21.70 | 100.00% | 27077.80 | 100.00% | 277698.00 | 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.

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

| Authorization/Assignment | 2020– 21 Number | 2021– 22 Number | 2022– 23 Number |
|---|-----------------------|-----------------------|-----------------------|
| Permits and Waivers | 0.00 | 0.00 | 0 |
| Misassignments | 4.40 | 2.30 | 3.2 |
| Vacant Positions | 0.00 | 0.00 | 0 |
| Total Teachers Without Credentials and Misassignments | 4.40 | 2.30 | 3.2 |

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

| Indicator | 2020– 21 Number | 2021– 22 Number | 2022– 23 Number |
|--|-----------------------|-----------------------|-----------------------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.20 | 0.00 | 0 |
| Local Assignment Options | 0.40 | 0.00 | 0 |
| Total Out-of-Field Teachers | 0.70 | 0.00 | 0 |

Class Assignments

| Indicator | 2020– 21 Percent | 2021– 22 Percent | 2022– 23 Percent |
|--|------------------------|------------------------|------------------------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 29.60% | 18.4% | 17.5% |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 37.60% | 7.6% | 0% |

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

WISH Academy High School is a one-to-one device school with every student being provided a school-issued Chromebook. As such, WISH primarily engages online teaching materials and educational platforms for both core curriculum and support materials in all courses. Where textbooks are associated with our online curriculum, students have access to a class set of textbooks, with the online curriculum available to them at all times on their school-issued devices. Our online curriculum is outlined below with the textbook curriculum as appropriate.

Year and month in which the data were collected: 2023

| Subject | List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption | Percent Students Lacking Own Assigned Copy |
|-----------------------|---|--|
| Reading/Language Arts | HMH - Into Literature / most recent adoption Adaptive and Mastery: HMH - Read 180 / most recent adoption College Board: AP Lang; AP Lit NWEA: verified data, internal assessments, learning gaps Novel Studies | 0 |
| Mathematics | McGraw Hill - Illustrative Math: Algebra I Geometry; Algebra II / most recent adoption Pearson: Trig/PreCalc / most recent adoption Pearson: AP Calculus / most recent adoption College Board: AP PreCalc / most recent adoption Adaptive and Mastery: McGraw Hill - ALEKS / most recent adoption | 0 |
| Science | Biology: Activate Learning / most recent adoption | 0 |

| Subject | List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption | Percent Students Lacking Own Assigned Copy |
|----------------------------|---|--|
| | AP Biology: Pearson / most recent adoption PLTW: Intro to Engineering Design PLTW: Principles of Engineering PLTW: Biomedical CodeHS: AP Principles of Computer Science | |
| History-Social Science | HMH: World History; AP World History / most recent adoption McGraw Hill: Economics / most recent adoption McGraw Hill: US History / most recent adoption Princeton Review: AP US Government workbook; AP US History workbook / most recent adoption Perfection Learning - AMSCO: US Government / most recent adoption | 0 |
| Foreign Language | Somos: Spanish 1, 2 / most recent adoption Savvas: Spanish 3 Authéntico / most recent adoption Huellas: Spanish 4 / most recent adoption TRUE+WAY: ASL 1-4 / most recent adoption | 0 |
| Health | Pearson: Health / most recent adoption | 0 |
| Visual and Performing Arts | <u>Art/Animation:</u> Adobe Acrobat, California Career Technical Education (CTE) Model Curriculum Standards - Modified and incorporated with best practices from college assignments for Dual Enrollment requirements. | 0 |

| Subject | List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption | Percent Students Lacking Own Assigned Copy |
|---------|--|--|
| | <p><u>Theatre:</u> Theatre History and Culture: Electra, Electriciad, House of Bernarda Alba, Pygmalion, Assorted Chekov one acts, The Cherry Orchard, Tartuffe, An Enemy of the People, Select American plays: Death of a Salesman, Jitney, The Glass Menagerie and Twilight. Intro to Theatre and Play Production: Raising the Curtain by Gai Jones, Teaching Improv by James Thomas Bailey Technical Theatre - Mastercraft: Rubrics from DTASC set and costume design. Technical Theatre for Non-technical People by Drew Campbell. Intro to Musical Theatre: Finishing the Hat, Look I Made a Hat by Stephen Sondheim, Musical Theatre, A History by John Kenrick</p> <p><u>Music:</u></p> <p><u>AP Music Theory:</u> Musician's Guide to Theory and Analysis AP Editions</p> <p><u>Digital Composition:</u> The Music Producer's Handbook" by Bobby Owsinski; Modern Recording Techniques by David Miles Huber and Robert E. Runstein; Mixing Secrets for the Small Studio by Mike Senior; Sound Reinforcement Handbook by Gary Davis and Ralph Jones; The Art of Mixing: A Visual Guide to Recording, Engineering, and Production by David Gibson; Music Theory for Computer Musicians by Michael Hewitt; ?</p> <p><u>Guitar Ensemble:</u> The Classical Guitarist's Guide to Jazz" by Andrew York; Guitar Ensemble Repertoire by Various Authors (published by Hal Leonard); Classical Guitar Ensemble: 20 Progressive Arrangements by Various Authors (published by Mel Bay); Modern Method for Guitar Ensemble by William G. Leavitt</p> | |

| Subject | List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption | Percent Students Lacking Own Assigned Copy |
|------------------------------------|--|--|
| | | |
| Science Lab Eqpmt (Grades 9-12) | N/A | 0 |

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

School Facility Conditions and Planned Improvements

WISH Academy High School secures classroom space each year through Proposition 39. We currently co-locate on the Westchester Learning Complex which is an LAUSD site. WISH facilities are maintained and cleaned through maintenance and janitorial contracts with LAUSD staff. 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 professional, safe, and inviting environment for children to learn.

School Facility Good Repair Status

WISH Academy High School secures classroom space each year through Proposition 39. We currently co-locate on the Westchester Learning Complex which is an LAUSD site. WISH facilities are maintained and cleaned through 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 professional, safe, and inviting 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: June 2023

| 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: June 2023

| | |
|----------------|------|
| Overall Rating | Good |
|----------------|------|

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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

WISH Academy outperforms district and state in the area of ELA and is on par with district scores for Math. We are enhancing our math programs and support to continue an upward trajectory in our math scores as well as continuing to improve our ELA performance.

| Subject | School 2022– 23 | School 2023– 24 | District 2022– 23 | District 2023– 24 | State 2022– 23 | State 2023– 24 |
|--|-----------------------|-----------------------|-------------------------|-------------------------|----------------------|----------------------|
| English Language Arts / Literacy (grades 3-8 and 11) | 68% | 62% | 41% | 43% | 46% | 47% |
| Mathematics (grades 3-8 and 11) | 29% | 18% | 29% | 32% | 34% | 35% |

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 Assessments 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.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 55 | 55 | 100.00% | 0.00% | 61.82% |
| Female | 23 | 23 | 100.00% | 0.00% | 52.17% |
| Male | 32 | 32 | 100.00% | 0.00% | 68.75% |
| American Indian or Alaska Native | 0 | 0 | 0% | 0% | 0% |
| Asian | 0 | 0 | 0% | 0% | 0% |
| Black or African American | 24 | 24 | 100.00% | 0.00% | 62.50% |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 14 | 14 | 100.00% | 0.00% | 35.71% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0% | 0% | 0% |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 13 | 13 | 100.00% | 0.00% | 84.62% |
| English Learners | 0 | 0 | 0% | 0% | 0% |
| Foster Youth | 0 | 0 | 0% | 0% | 0% |
| Homeless | 0 | 0 | 0% | 0% | 0% |
| Military | 0 | 0 | 0% | 0% | 0% |
| Socioeconomically Disadvantaged | 16 | 16 | 100.00% | 0.00% | 50.00% |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| Students Receiving Migrant Education Services | 0 | 0 | 0% | 0% | 0% |
| Students with Disabilities | 16 | 16 | 100.00% | 0.00% | 50.00% |

Note: ELA test results include the Smarter Balanced Summative Assessments 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.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 55 | 55 | 100.00% | 0.00% | 18.18% |
| Female | 23 | 23 | 100.00% | 0.00% | 4.35% |
| Male | 32 | 32 | 100.00% | 0.00% | 28.13% |
| American Indian or Alaska Native | 0 | 0 | 0% | 0% | 0% |
| Asian | 0 | 0 | 0% | 0% | 0% |
| Black or African American | 24 | 24 | 100.00% | 0.00% | 12.50% |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 14 | 14 | 100.00% | 0.00% | 14.29% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0% | 0% | 0% |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 13 | 13 | 100.00% | 0.00% | 30.77% |
| English Learners | 0 | 0 | 0% | 0% | 0% |
| Foster Youth | 0 | 0 | 0% | 0% | 0% |
| Homeless | 0 | 0 | 0% | 0% | 0% |
| Military | 0 | 0 | 0% | 0% | 0% |
| Socioeconomically Disadvantaged | 16 | 16 | 100.00% | 0.00% | 12.50% |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| Students Receiving Migrant Education Services | 0 | 0 | 0% | 0% | 0% |
| Students with Disabilities | 16 | 16 | 100.00% | 0.00% | 18.75% |

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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.

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

WISH Academy outperforms both district and state scores in the area of Science.

| Subject | School 2022– 23 | School 2023– 24 | District 2022– 23 | District 2023– 24 | State 2022– 23 | State 2023– 24 |
|--|--------------------------------|--------------------------------|----------------------------------|----------------------------------|-------------------------------|-------------------------------|
| Science (grades 5, 8, and high school) | 31.03% | 47.17% | 20.46% | 21.89% | 30.29% | 30.73% |

Note: Science test results include the CAST and the CAA for Science. 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 for Science divided by the total number of students who participated in a science assessment.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2023–24)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 116 | 116 | 100.00% | 0.00% | 50.00% |
| Female | 47 | 47 | 100.00% | 0.00% | 44.68% |
| Male | 69 | 69 | 100.00% | 0.00% | 53.62% |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 47 | 47 | 100.00% | 0.00% | 40.43% |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 27 | 27 | 100.00% | 0.00% | 40.74% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0% | 0% | 0% |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 29 | 29 | 100.00% | 0.00% | 65.52% |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0% | 0% | 0% |
| Homeless | 0 | 0 | 0% | 0% | 0% |
| Military | 0 | 0 | 0% | 0% | 0% |
| Socioeconomically Disadvantaged | 30 | 30 | 100.00% | 0.00% | 43.33% |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| Students Receiving Migrant Education Services | 0 | 0 | 0% | 0% | 0% |
| Students with Disabilities | 39 | 39 | 100.00% | 0.00% | 38.46% |

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.

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

| UC/CSU Course Measure | Percent |
|---|----------------|
| 2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission | 100.00% |
| 2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission | 91.67% |

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 2023–24) 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 |
|-------|----------------------------------|--|---|---|-----------------------------|
| 9 | 93% | 93% | 94% | 94% | 96% |

Note: The admistration of the PFT requires only participation results 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.

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 2024–25)

WISH Academy High School is a highly successful 9 -12 Independent charter school authorized by LAUSD. The WISH model is built upon 6 key tenets, one of which is our parent partnerships. WISH educators and WISH parents are equal partners in each child's educational journey, and WISH encourages all parents and guardians to be actively engaged participants in the learning process. Parents who are invested in their children's education and their child's school strengthen the educational experience and outcome for their children as well as bolster our school community.

ACADEMIC INVOLVEMENT: At WISH we support parent engagement in their child's academics through various digital platforms through which parents 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 own website (www.wishcharter.org) which we update regularly with pertinent information. WISH Academy also hosts Academic Exhibition events each semester where students showcase their learning to the community. Additionally, we offer parent-teacher conferences each fall and spring, and all educational staff are available for additional support for parents and students via team meetings or data chats.

PARENT/CAREGIVER COMMUNICATIONS: All current parents and guardians also receive our weekly digital newsletter, the WISH Wise Weekly which highlights whole-school news, important dates, events, and as well as gradespecific information. WISH hosts a variety of events each year that parents are encouraged to attend to support the academic efforts of their scholars. These events include Back to School Night, Talent Shows, Academic Exhibitions, Parent-Teacher Conferences, Presentations of Learning, and Award Assemblies. WISH has taken strides in ensuring parents have full access to the various outreach methods we regularly use including hiring interpreters to ensure our digital platforms are fully understood and used effectively by our parent community. We have successfully

implemented and are continuing to grow our Diversity and Inclusion committee whose objective is to ensure the Interests of all parents are represented in our WISH culture.

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 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 School Board, our School Site Council, the WISH Community Association (WCA), and a variety of school committees. The WISH School Site Council consists of 12 members one-third of whom are parents elected to leadership positions. These open meetings allow parents to share information about WISH educational and social!-emotional programming and the goals, progress, and achievements of our Single Plan for Student Achievement, as well as discussions about and voting on how we will use our categorical funds. WISH guides the social-emotional development of our students through the RULER program, which was brought to our attention by parents. WISH Educators participated in the YALE training to ensure the full understanding and effective implementation of the program, providing parents with the languageand tools of the program to provide consistency at home. WISH parents 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 Meet.

State Priority: Pupil Engagement

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

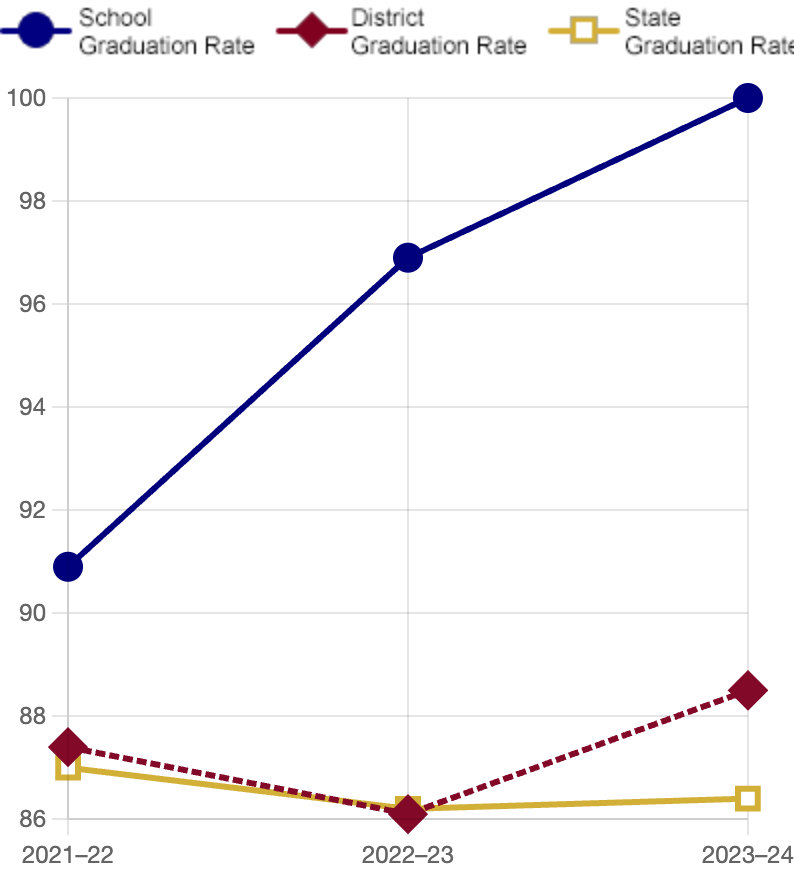
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

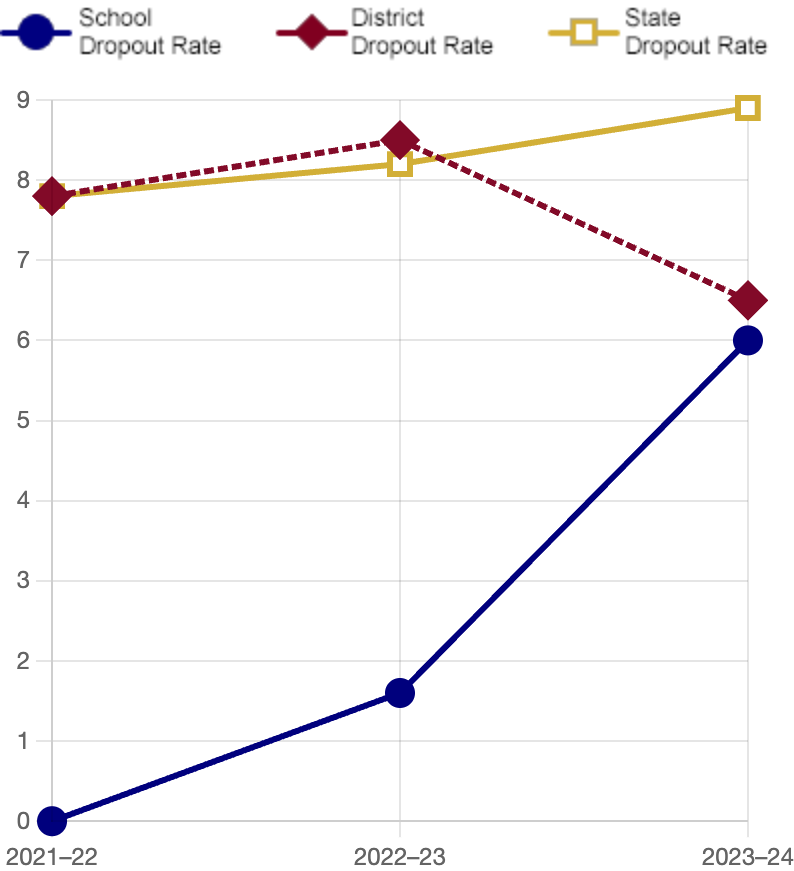
| Indicator | School 2021– 22 | School 2022– 23 | School 2023– 24 | District 2021– 22 | District 2022– 23 | District 2023– 24 | State 2021– 22 | State 2022– 23 | State 2023– 24 |
|--------------------|-----------------------|-----------------------|-----------------------|-------------------------|-------------------------|-------------------------|----------------------|----------------------|----------------------|
| Graduation Rate | 90.9% | 96.9% | 100% | 87.4% | 86.1% | 88.5% | 87% | 86.2% | 86.4% |
| Dropout Rate | 0% | 1.6% | 6.0% | 7.8% | 8.5% | 6.5% | 7.8% | 8.2% | 8.9% |

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

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|------------------------------|----------------------------|------------------------|
| All Students | 67 | 60 | 89.6% |
| Female | 29 | 26 | 89.7% |
| Male | 38 | 34 | 89.5% |
| Non-Binary | 0.0 | 0.0 | 0.0% |
| American Indian or Alaska Native | -- | -- | -- |
| Asian | -- | -- | -- |
| Black or African American | 25 | 23 | 92.0% |
| Filipino | 0 | 0 | 0.00% |
| Hispanic or Latino | 13 | 11 | 84.6% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00% |
| Two or More Races | -- | -- | -- |
| White | 18 | 17 | 94.4% |
| English Learners | -- | -- | -- |
| Foster Youth | -- | -- | -- |
| Homeless | 0.0 | 0.0 | 0.0% |
| Socioeconomically Disadvantaged | 25 | 24 | 96.0% |
| Students Receiving Migrant Education Services | 0.0 | 0.0 | 0.0% |
| Students with Disabilities | 25 | 22 | 88.0% |

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

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

Chronic Absenteeism by Student Group (School Year 2023–24)

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|-------------------------------------|-----------------------|---|---------------------------|--------------------------|
| All Students | 278 | 268 | 62 | 23.1% |
| Female | 115 | 109 | 33 | 30.3% |
| Male | 162 | 158 | 29 | 18.4% |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 12 | 12 | 2 | 16.7% |
| Black or African American | 110 | 107 | 27 | 25.2% |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 78 | 74 | 23 | 31.1% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | 20 | 18 | 3 | 16.7% |
| White | 51 | 50 | 7 | 14.0% |
| English Learners | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 88 | 83 | 30 | 36.1% |

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|------------------------------|--|----------------------------------|---------------------------------|
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 77 | 73 | 15 | 20.5% |

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.

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

focus on PBIS = spcoa; emotiponal learning and rmoptional \intrelligence

| Rate | School 2021– 22 | School 2022– 23 | School 2023– 24 | District 2021– 22 | District 2022– 23 | District 2023– 24 | State 2021– 22 | State 2022– 23 | State 2023– 24 |
|-------------|-----------------------|-----------------------|-----------------------|-------------------------|-------------------------|-------------------------|----------------------|----------------------|----------------------|
| Suspensions | 1.16% | 0.00% | 0.00% | 0.46% | 0.55% | 0.60% | 3.17% | 3.60% | 3.28% |
| Expulsions | 0.00% | 0.00% | 0.00% | 0.02% | 0.02% | 0.02% | 0.07% | 0.08% | 0.07% |

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.

Suspensions and Expulsions by Student Group (School Year 2023–24)

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

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.

School Safety Plan (School Year 2024–25)

WISH Academy High School co-locates on the Westchester Learning Complex - an LAUSD campus. At the start of each academic year, our administration meets with our co-sharing administrators to create a safety procedure plan for all children who are learning on campus and share the emergency drill schedule for all administrators, staff members, and students to be 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 Academy High 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 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.

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.

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|--------------------------|---------------------------|--------------------------------|---------------------------------|-------------------------------|
| English Language Arts | 13.00 | 19 | 3 | |
| Mathematics | 11.00 | 21 | 1 | |
| Science | 13.00 | 21 | 4 | |
| Social Science | 17.00 | 9 | 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)

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|--------------------------|---------------------------|--------------------------------|---------------------------------|-------------------------------|
| English Language Arts | 21.00 | 8 | 6 | 0 |
| Mathematics | 18.00 | 14 | 1 | 0 |
| Science | 20.00 | 10 | 5 | 0 |
| Social Science | 20.00 | 3 | 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 2023–24)

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|-----------------------|---------------------------|--------------------------------|---------------------------------|-------------------------------|
| English Language Arts | 18.00 | 13 | 3 | |
| Mathematics | 16.00 | 15 | 2 | |
| Science | 16.00 | 13 | 1 | |
| Social Science | 21.00 | 5 | 6 | |

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

Ratio of Pupils to Academic Counselor (School Year 2023–24)

WISH Academy employs 2 full-time academic counselors - one of whom supports the needs of our 9th and 10th-grade students and the other supports the needs of our 11th and 12th grade Students. This is approximately a ratio of 1:135

| Title | Ratio |
|-------------------------------|--------------|
| Pupils to Academic Counselor* | 132 |

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

Student Support Services Staff (School Year 2023–24)

| Title | Number of FTE* Assigned to School |
|---|--|
| Counselor (Academic, Social/Behavioral or Career Development) | 2.00 |
| Library Media Teacher (Librarian) | 0.20 |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 0.50 |
| Social Worker | |
| Nurse | 0.10 |
| Speech/Language/Hearing Specialist | 0.50 |
| Resource Specialist (non-teaching) | |
| Other** | 0.00 |

* 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|-------------------------------------|--|--|-------------------------------|
| School Site | -- | -- | -- | -- |
| District | N/A | N/A | -- | \$85275.00 |
| Percent Difference – School Site and District | N/A | N/A | -- | -- |
| State | N/A | N/A | \$10770.62 | \$94625.00 |
| Percent Difference – School Site and State | N/A | N/A | -- | -- |

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

Types of Services Funded (Fiscal Year 2023–24)

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

Advanced Placement (AP) Courses (School Year 2023–24)

WISH Academy continues to develop our AP offerings by listening to our students and canvassing their interests in accelerated coursework. WISH continues to increase the number and variety of AP courses we offer and additionally support students' AP work outside of WISH.

Percent of Students in AP Courses 19.1 %

| Subject | Number of AP Courses Offered* |
|---------------------------|-------------------------------|
| Computer Science | 1 |
| English | 2 |
| Fine and Performing Arts | 0 |
| Foreign Language | 0 |
| Mathematics | 2 |
| Science | 1 |
| Social Science | 2 |
| Total AP Courses Offered* | 8 |

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

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 (Thursday) 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 | 2022– 23 | 2023– 24 | 2024– 25 |
|---|-------------|-------------|-------------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 26 | 24 | 21 |