

Westside Innovative School House

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/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](#) 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).

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.



Shawna Draxton, Principal

Principal, Westside Innovative School House

About Our School

WISH Charter is now entering its 6th year as a standout school, not only in our community, but in the Nation. In April of 2013, WISH was named a SWIFT Knowledge Development Site by the University of Kansas – one of only 6 schools in the US selected for this auspicious designation. SWIFT, an acronym for School-wide Integrated Framework for Transformation, identified WISH as a Knowledge Development Site for its exemplary parent partnerships, multi-tiered systems of support, academic achievement, strong teacher support systems, and inclusionary practices. As part of the SWIFT Center study, several members of the WISH faculty had the opportunity to spend a week in Washington D.C. attending the SWIFT summer professional learning institute, sharing ideas and experiences with other educators from across the nation. As WISH begins their 2015/2016 academic year, we continue to be grateful for our home on the Orville Wright campus, with whom we have been co-locating for 3 years. Always key to the WISH community is the involvement of all families, who come together to support the WISH community! WISH charter is thankful to the community and parents for voting us 'best charter school' and 'best place to volunteer' and 'best public school' in the Westchester, Play Del Rey, Playa Vista and Marina Del Rey area by the readers of the Hometown News. We owe this recognition to the commitment of WISH families, faculty, staff, and the Westchester community who have worked together to build a high quality public school for all children.

Contact

*Westside Innovative School House
6550 West 80th St.
Los Angeles, CA 90045-1127*

*Phone: 310-642-9474
E-mail: sdraxton@wishcharter.org*

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)		School Contact Information (School Year 2016-17)	
District Name	Los Angeles Unified	School Name	Westside Innovative School House
Phone Number		Street	6550 West 80th St.
Superintendent		City, State, Zip	Los Angeles, Ca, 90045-1127
E-mail Address		Phone Number	310-642-9474
Web Site		Principal	Shawna Draxton, Principal
		E-mail Address	sdraxton@wishcharter.org
		Web Site	wishcharter.org
		County-District-School (CDS) Code	19647330121012

Last updated: 5/4/2017

School Description and Mission Statement (School Year 2016-17)

WISH Charter Elementary School is a free public independent charter school authorized by the Los Angeles Unified School District. For more information, visit our website at www.wishcharter.org

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 22 students. Grades 4 & 5 host approximately 25 students and 6 through 8 have approximately 28 students.

Collaboration and Co-teaching: Highly qualified, credentialed educators are partners in planning, teaching, and assessing each child. In addition to classroom teachers, teaching specialists support each grade level and move between classrooms to enrich learning opportunities. Music, Art, PE, technology, and specialty teachers utilize a co-teaching model to increase adult to student ratios, provide tailored instruction, and demonstrate best practices for all scholars. Each staff member participates in a 30-minute debriefing session daily. At this time, staff members reflect on the day and share a success, challenge, and action plan for serving children better.

Differentiated Instruction: WISH empowers and inspires learners to reach their highest potential. With an emphasis on academic achievement using a variety of modalities, developing character, building technology skills, and a deep understanding of the world, WISH prepares students to be leaders.

Family Partnerships: The WISH Community Association (WCA) is comprised of parents, students, teachers, staff members, and community members. Working together, we have built an incredible public school that is responsive to each student we serve. Volunteers are central to the success of WISH. The partnerships built with families have led to a thriving and nurturing environment for children.

All Students Growing and Thriving: Each class builds a strong, inclusive community together! Each summer teachers attend professional development institutes on

gifted and talented education, technology, and differentiated instruction. Important academic, social, and ethical skills and attitudes are developed when students with various strengths, needs, and backgrounds learn together.

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

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

"Tell me, I forget. Show me, I remember. Involve me, I understand." Chinese proverb WISH adheres to the idea that people learn best by utilizing the principles of the constructivist theory. Constructivism emphasizes an internal-oriented approach in which by asserting one's knowledge, as well as participating in the learning process itself, learning is constructed by learner's interpretation of their own experiences. Learners benefit from working collaboratively in groups so that they can hear different perspectives and accomplish the learning tasks with the help of their peers and experts. Learning is an active process that is facilitated when learners are given chances to express and evaluate their own thinking.

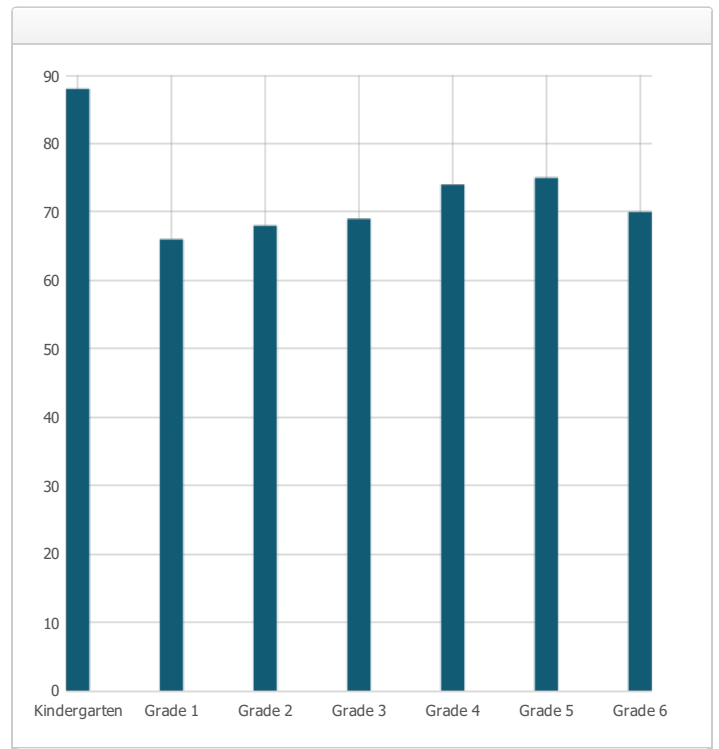
Grade Levels

WISH Charter's elementary campus offers instruction in grades Transitional Kindergarten through Sixth grade. Our WISH Middle School includes 7th & 8th grades and WISH Academy High School will open with its 9th grade class in August 2017.

Last updated: 5/5/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	88
Grade 1	66
Grade 2	68
Grade 3	69
Grade 4	74
Grade 5	75
Grade 6	70
Total Enrollment	513



Last updated: 5/4/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	27.1 %
American Indian or Alaska Native	0.6 %
Asian	8.2 %
Filipino	1.2 %
Hispanic or Latino	21.3 %
Native Hawaiian or Pacific Islander	1.2 %
White	59.5 %
Two or More Races	0.4 %
Other	-19.5 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	19.3 %
English Learners	3.3 %
Students with Disabilities	10.7 %
Foster Youth	0.2 %

Last updated: 5/4/2017

A. Conditions of Learning

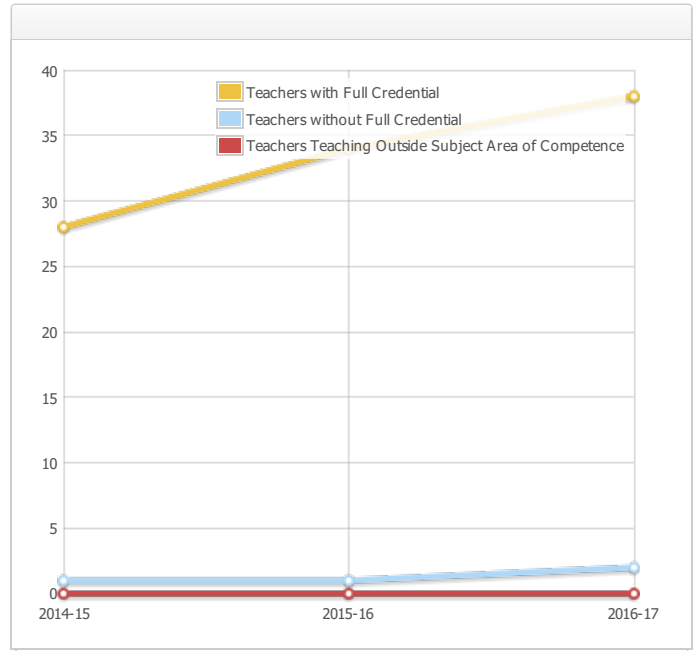
State Priority: Basic

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 Credentials

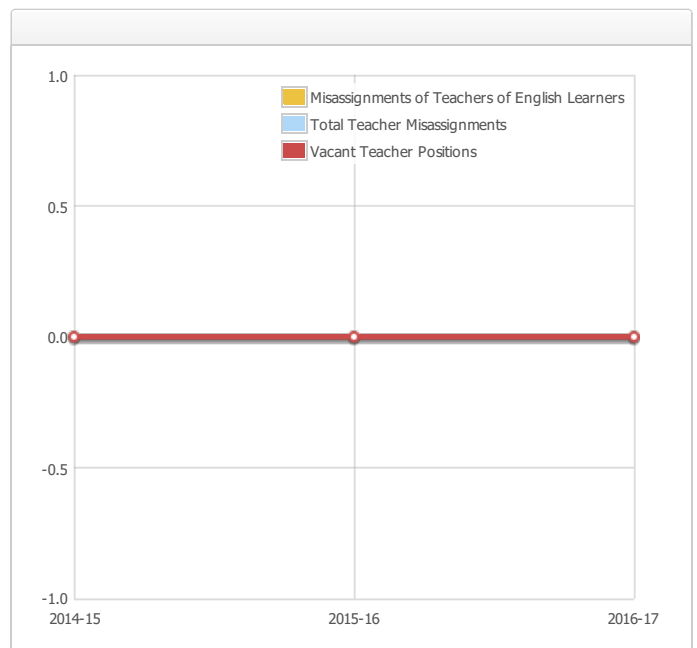
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	28	34	38	
Without Full Credential	1	1	2	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 5/5/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 5/5/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	92.0%	8.0%
High-Poverty Schools in District	92.0%	9.0%
Low-Poverty Schools in District	98.0%	2.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 5/5/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: June 2016

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 2016

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

Last updated: 5/4/2017

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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. 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 significant cognitive disabilities); and
- 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	55.0%	67.0%	34.0%	39.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	55.0%	60.0%	25.0%	29.0%	34.0%	36.0%

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

Last updated: 5/4/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	70	67	95.7%	61.2%
Male	33	30	90.9%	56.7%
Female	37	37	100.0%	64.9%
Black or African American	23	22	95.7%	40.9%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	15	15	100.0%	40.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	27	25	92.6%	88.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	23	23	100.0%	47.8%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 5/4/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	74	74	100.0%	64.9%
Male	44	44	100.0%	59.1%
Female	30	30	100.0%	73.3%
Black or African American	21	21	100.0%	42.9%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	12	12	100.0%	66.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	29	29	100.0%	79.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	11	11	100.0%	18.2%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 5/4/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	75	75	100.0%	78.7%
Male	39	39	100.0%	79.5%
Female	36	36	100.0%	77.8%
Black or African American	17	17	100.0%	70.6%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	18	18	100.0%	66.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	33	33	100.0%	84.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	11	11	100.0%	45.5%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 5/4/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	73	69	94.5%	62.3%
Male	33	31	93.9%	45.2%
Female	40	38	95.0%	76.3%
Black or African American	24	22	91.7%	50.0%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	23	22	95.7%	72.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	17	100.0%	64.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	13	12	92.3%	83.3%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 5/4/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 5/4/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 5/4/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 5/4/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	70	66	94.3%	63.6%
Male	33	29	87.9%	69.0%
Female	37	37	100.0%	59.5%
Black or African American	23	22	95.7%	36.4%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	15	15	100.0%	66.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	27	24	88.9%	83.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	23	23	100.0%	52.2%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 5/4/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	74	74	100.0%	64.9%
Male	44	44	100.0%	63.6%
Female	30	30	100.0%	66.7%
Black or African American	21	21	100.0%	42.9%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	12	12	100.0%	41.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	29	29	100.0%	86.2%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	11	11	100.0%	18.2%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 5/4/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	75	75	100.0%	64.0%
Male	39	39	100.0%	69.2%
Female	36	36	100.0%	58.3%
Black or African American	17	17	100.0%	47.1%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	18	18	100.0%	55.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	33	33	100.0%	72.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	11	11	100.0%	36.4%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 5/4/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	73	69	94.5%	47.8%
Male	33	31	93.9%	45.2%
Female	40	38	95.0%	50.0%
Black or African American	24	22	91.7%	31.8%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	23	22	95.7%	54.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	17	100.0%	52.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	13	12	92.3%	33.3%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 5/4/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 5/4/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 5/4/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 5/4/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	85.0%	72.0%	85.0%	50.0%	46.0%	46.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 5/4/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	75	75	100.0%	85.3%
Male	39	39	100.0%	89.7%
Female	36	36	100.0%	80.6%
Black or African American	17	17	100.0%	88.2%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	18	18	100.0%	72.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	33	33	100.0%	90.9%
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	11	11	100.0%	81.8%
English Learners	0	0	0.0%	0.0%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 5/4/2017

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

*Last updated: 5/4/2017***Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.0%	29.3%	21.3%

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

Last updated: 5/4/2017

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

WISH COMMUNITY ASSOCIATION: All parents and families of currently enrolled WISH TK - 9th grade students are members of the WISH Community Association (WCA). The Community Association facilitates open communication among the entire WISH community by providing various means of sharing information and ensuring all community members have a forum through which they can learn more about WISH educational programming and activities, and have opportunities to freely discuss issues important to WISH.

Communications Include:

- Bi-Monthly community-wide WCA meetings/community education night & WISH student socials
- On alternating months WCA Leadership hosts Coffee with the Principal
- Quarterly room parent meetings • Specialty committee meetings & committee specific communications • Weekly school-wide digital newsletter (WISH Wise Weekly) • Special event and specific community updates throughout the school year
- Grade-level specific, committee specific and sports team Shutterfly accounts for student/parent/teacher communications

The WCA also encourages community participation in school activities including events, fundraisers, site beautification projects and other volunteer opportunities. The WCA Leadership oversees community meetings and activities and the leadership team is elected by the membership each spring, to serve the following year.

Contact Raj Makwana – (rkmakwana@gmail.com)

Sample Committees:

Community Education Committee Our intention for this committee is to provide a supportive space for parents, teachers, administrators, and extended families to come together, share experiences, explore parenting/educational topics, and be in partnership with our school. Ultimately, this will allow our children to continue to flourish and we will have the opportunity to get to know each other! Previous events have included a screening of the documentary, Race to Nowhere, and guest speakers Gregory Bryant (an experienced coach for teaching math using a constructivist approach), Susan Stiffelman (author of Parenting without Power Struggles: Raising Joyful, Resilient Kids while Staying Cool, Calm, and Connected) and Danny Pizzatto (founder of PlanetBravo who educates parents on internet safety and responsibility for our children, tweens and teens) and Tracy Levine Wallace, founder of Can We Talk Health, who educates tweens and parents on Human Development, Sexuality and Sexual Identity, Gender and Relationships. Contact – Lily Ross – (lilyrossksw@gmail.com)

Financial Team The Financial Team works closely with the WISH administration to help make sure that the WCA is creating financial abundance, so that WISH has all the tools needed to be the best possible model of schools. This includes facilitating the Annual Giving Campaign, encouraging business partnerships, and establishing an endowment fund for the school. Contact - Christy Skura (cskura@sbcglobal.net) & Raj Makwana (rkmakwana@gmail.com)

Fundraising Committee The Fundraising Committee works with all of the other WISH committees to help raise additional much-needed funds to cover all of the things not provided for by the LAUSD budget. Fundraising includes: Passive income streams (scrips, grocery programs), Direct donations (WISH families, business partnerships, other friends of WISH), Events and catalog fundraisers (Fundraising and "Fun"raising opportunities to promote WISH community building while raising money), Grants (applications to support specific WISH programs and curriculum), Auctions, Golf Tournaments etc. Contact - Christy Skura (Fundraising Head) cskura@sbcglobal.net Jana Koppula – Auction Committee Head (jjsk02@yahoo.com)

Garden Committee We are so fortunate at WISH to have access to the Emerson Community Garden and to be able to provide an education in horticulture to our students at every grade. Our goal is to educate and inspire our children to become successful in the garden, extend our children's knowledge of vegetables, fruits, and landscape plants, raise awareness of what it means to grow your own food. We also stress environmental benefits and protections including strongly encouraging recycling, reusing and reducing our waste, as we explore and develop ways to bring awareness to our environment, and how to promote good environmental practices with our students. And we do all of this while we have FUN! Contact – Gregg Goldfarb (gregggoldfarb@yahoo.com)

Kindness Club This is an elementary based club sponsored by our 1st grade teacher Mrs. Murphy where children come together after school to spread kindness throughout our community. The club gathers monthly to discuss social and emotional contributions, respect and empathy and how to share good cheer within our school community and beyond. Contact – Adrien Murphy – (Amurphy@wishcharter.org)

Library Committee The WISH Library is open for all classes to come during their weekly scheduled time to read books and check books out to take home. We also hold book fairs and fundraisers to help supply the library and classrooms with books. The library is looking for volunteers to come in with their child's class to help. Also, we would like volunteers to help re-shelve books and prepare newly donated books for the shelves. Contact -Library@wishcharter.org

Mindfulness Committee The WISH Mindfulness Committee's Vision is to help our children, parents and greater community find a mindful way to approach life and its challenges. The committee aims to provide educational and emotional support to incorporate into the school curriculum, as well as hosts a weekly mindfulness meditation group for parents to learn more about this way of living. Contact - Elaine Barrington (esbarrington@gmail.com) & Jayme Younger (jayme@jaymeyounger.com)

Room Parents & Middle School Parent Liaisons The Room Parents and Parent Liaison group coordinates many functions throughout the school year, including scheduling and delegating teachers' needs to other parents for classroom volunteers, creating the classroom roster, creating and following a budget for events and class gifts during the school year. The Room Parent committee also assists with classroom parties as well school functions such as special events and fundraisers. Contact - Patti Scott – (patti@scottml.com), Amy Washburn – (amy_mail@yahoo.com); Ivey Steinberg (iveyv@ca.rr.com)

Service Learning Committee The Service Learning Committee works closely with the WISH classroom teachers to facilitate and support a semester of service learning, where community service projects are implemented into the curriculum in a hands-on and meaningful way. Students are involved in choosing individual classroom projects, which have included raising funds and collecting donations for a local animal shelter, writing letters to Veterans, creating hygiene kits for homeless youth and more. Our school-wide project is the Clean-Up-A-Thon, where students and their families participate in cleaning our local Toes Beach in Playa Del Rey. Middle School Scholars are also required to complete Community Service Hours outside of school to learn the significance of giving back. Contact - Eve Keller (ewkeller@sbcglobal.net)

SMaRT Committee Our SMaRT Committee (Science, Math and Robotics Technology) oversees our annual Science Fair – in which more than 300 children participated last year. Participation in our Science Fair is voluntary at the Elementary level (TK – 5) but compulsory for our Middle School Scholars (6 – 8th Grade). The SMaRT Committee also manages our FLL and BotBall Robotics teams. WISH Scholars have been participating in both the First Lego League competitions AND BotBall competitions for 3 years. Contact – Angela Jones (sparkylachelle@gmail.com) & Swathi Ram (swathi.ram@gmail.com)

Talent Show WISH has Talent and we love to share it with our community annually. Our Talent Show committee auditions our students, creates flyers, prepares music, and oversees every aspect of the evening's program. The Talent Show also raises funds via concessions sales to offset any costs associated with the event! Contact – Rebecca Avery (rebeccaavery02@gmail.com) & Angie Kurian (angekur@gmail.com)

WISH OWLS - Sports WISH Middle has created a vibrant and active team sports program and this is a shining example of one of the tenets on which the school was founded - parental involvement. Evolution Sports' Coach Casey oversees our entire sports program, but our teachers, parents and paraprofessionals are essential to the success of our teams as they serve in a variety of roles including team coaches, co-coaches and team parents, and in providing carpools and assisting at both practices and games. The league in which WISH competes, the FIYA league, recently featured WISH in a citywide newsletter as an example of why their league was founded. FIYA cited the number of WISH families on the side lines of each competition, cheering teams on in a display of good sportsmanship. Contact - coachcasey@evolutionsports.org

Website Committee WISH is working hard to make our WISH Charter website more beneficial to the WISH Charter board, the students, the teachers and the community. Our goal is to have in place a website which is easy to manage and keep current. Contact -Michael Scott - mike@scottml.com & Raj Makwana – rkmakwana@gmail.com

Yearbook Committee The Yearbook Committee creates our beautiful annual memento which always offers opportunities for our students to be involved in theme and design, and allows parents and children to create personal pages to commemorate each academic achievement and year! Contact - Jayme Younger (jayme@jaymeyounger.com) & Isabel Alvarez (isabelalvarez@icloud.com)

State Priority: Pupil Engagement

Last updated: 5/4/2017

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

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

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	--	--	--
Black or African American	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
White	--	--	--
Two or More Races	--	--	--
Socioeconomically Disadvantaged	--	--	--
English Learners	--	--	--
Students with Disabilities	--	--	--
Foster Youth	--	--	--

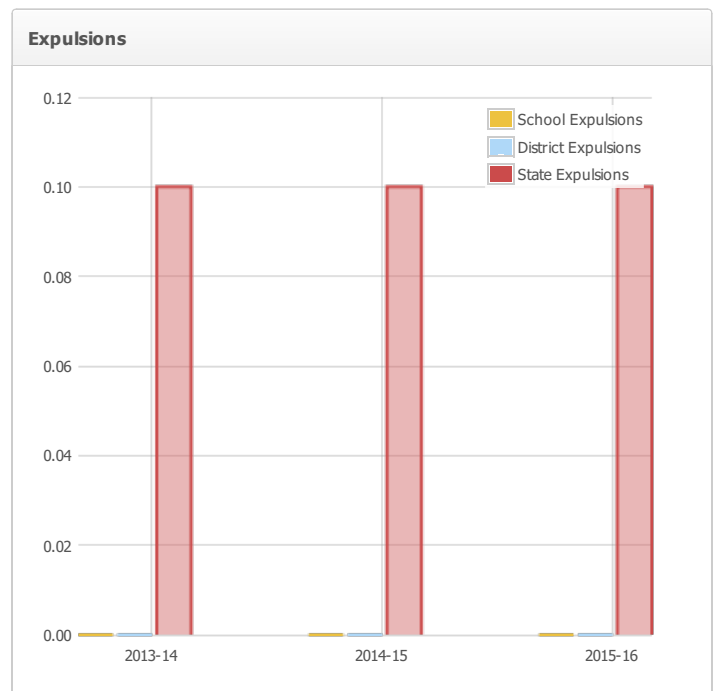
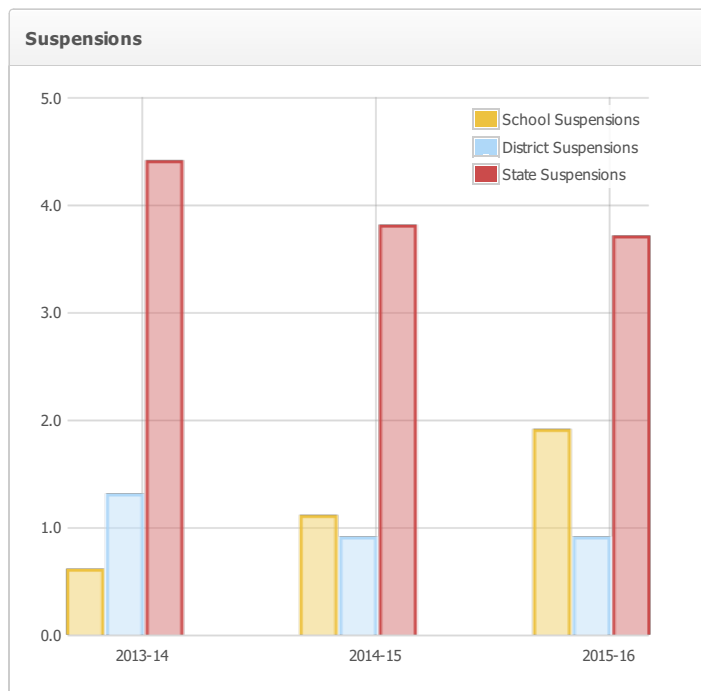
State Priority: School Climate

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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.6	1.1	1.9	1.3	0.9	0.9	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 5/5/2017

School Safety Plan (School Year 2016-17)

EARTHQUAKES, FIRE PROCEDURES, AND BOMB THREATS

1. Teachers will: a. Wear safety vests for easy identification b. For an earthquake, teachers will direct students to 'drop and cover' and wait until the shaking has stopped. c. The classroom emergency backpack will accompany the class upon evacuation. d. Evacuate the area with students immediately e. Close doors behind them, but leave them unlocked f. Assemble on the big yard at the designated area g. Line students up with backs to the school buildings in one, quiet line h. Face students (so teachers can see buildings and emergency personnel) i. Take attendance and account for all students j. 10. Wait for further instructions from emergency personnel or administrator

2. Administrative and Office Staff will: a. Visually inspect all areas of campus to verify no one remains in school buildings b. Give further directions as directed by emergency personnel POWER OUTAGE ? In the event of a power outage, teachers will remain with their students until a decision is made for the remainder of the school day. Students will not be released unaccompanied from classrooms to run errands or to use the bathrooms. The school day will continue as normally as possible. If a decision is made to send children home, the Emergency Closure Procedures will be followed.

INTRUDER/LOCKDOWN PROCEDURES • All Visitors/Volunteers will sign in at the office and wear a 'Visitor' sticker or badge during school hours • In the event of an intruder on campus, the administrator will announce the following statement over the paging system via the brown phones and notify each classroom: 'A stranger is on campus or in the building. This is a lockdown situation'. This will be followed with a description and approximate location of the individual(s). • The office staff will call 911 immediately. • Classroom teachers will direct students to move away from direct line of the classroom windows or interior door windows. Internal and external doors to the classroom will be locked. Exterior classroom window shades will be closed, and classroom door windows will be covered. • Office staff will be

responsible for locking internal and external doors to the building at the locations. • The 'lockdown' will remain in effect until law enforcement officers verify it is safe to resume school. • In the event that the school needs to dismiss students, the 'Early Closure Procedures' will be in effect, and the media will be notified. • During a lock down situation, parents must not attempt to enter the building until the area has been secured by local law enforcement officers. • Once the lock down has been removed, parents waiting to pickup their child(ren) will be directed to the school office where the children will be called from the classroom and escorted to the office by a school employee.

EVACUATION PROCEDURES In the event of an emergency that requires evacuation from classrooms before the regular dismissal time, we will follow these procedures.

Administrator will: 1. Notify all classrooms over the paging system via the brown phones. 2. Direct office staff to move to Emergency Team Post and check for teachers holding up red cars. 3. Direct one staff member to begin notifying families. 4. Advise all incoming families to pick up their students directly from the Emergency Team Post so that a comprehensive list of students who have left with parents can be maintained.

Support staff (anyone without a classroom assignment) will: 1. Report to the Emergency Team Post to assist as needed
Teachers will: 1. Wear safety vests for easy identification 2. Keep all students in their classrooms 3. The classroom emergency backpack will accompany the class upon evacuation. 4. Evacuate students to the designated area on the big yard. 5. Take Roll 6. Hold up a green card to indicate all students are present, hold up the red card to indicate students are missing (If you are holding up a red card emergency personnel will come to you and ask for the students name and proceed to find the student). 7. Dismiss students directly to the emergency response team member when the students parents have arrived. The emergency response team member will distribute the students to the parents. 8. Maintain a signout sheet so there is a written record indicating to whom students were released. 9. Support remaining students until further notice
 In the event of an emergency that requires evacuation from the school site at any time, we will follow these procedures.

Administrator will: 1. Notify all personnel immediately. 2. Call Town Ride Inc. for transportation at 8004006024 3. Supervise the loading of buses on Emerson Avenue

Support staff (anyone without a classroom assignment) will: 1. Report to the office to assist as needed 2. Stand outside for bus duty, as directed
Teachers will: 1. Wear safety vests for easy identification immediately 2. Evacuate their students to the buses on Emerson Avenue 3. Immediately take attendance to verify all students are together and notify administration or assigned support staff about any missing students

Evacuation Plan during lunch, recess, before school, after school or during a school assembly
 1. Lunch: Teachers will line students up and lead them to the designated area of the blacktop, near the big yard, for their classroom during all other evacuation situations. Classroom teachers will be responsible to join students at these designated areas and immediately take roll.
 2. Recess: Students will immediately move to the designated meeting area for their classroom. Classroom teachers will join students at these designated areas and immediately take roll.
 3. Before School: Students will immediately move to the designated meeting area for their classroom. Classroom teachers will join students at these designated areas and immediately take roll.
 4. After School: Students will immediately move to the designated meeting area for their classroom. Classroom teachers will join students at these designated areas and immediately take roll.
 5. School Assembly: All students will be directed to exit through the back left door of the auditorium. Teacher and students will go directly to their designated evacuation area. In a major crisis, if the school is unable to evacuate from Emerson Avenue everyone will evacuate the school on Cowan Avenue.

EMERGENCY EARLY CLOSURE DURING THE SCHOOL DAY In the event it becomes necessary to send children home early from school, the following Emergency Closure Procedures will be followed: • The normal learning environment will continue until dismissal of students is announced • Parents will be notified of early closure and asked to pick up their children • Children will be escorted to the front office and signed out by their parents

Last updated: 5/5/2017

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)

Grade Level	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22.0	0	4	0	22.0	0	4	0	22.0	0	4	0
1	22.0	0	3	0	22.0	0	3	0	22.0	0	3	0
2	22.0	0	3	0	22.0	0	3	0	23.0	0	3	0
3	23.0	0	3	0	23.0	0	3	0	23.0	0	3	0
4	23.0	0	3	0	25.0	0	3	0	25.0	0	3	0
5	23.0	0	1	0	23.0	0	1	0	25.0	0	3	0
6	19.0	1	1	0	26.0	0	3	0	23.0	0	3	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 5/5/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23.0	0	3	0	23.0	0	3	0	23.0	0	3	0
Mathematics	23.0	0	3	0	23.0	0	3	0	23.0	0	3	0
Science	23.0	0	3	0	23.0	0	3	0	23.0	0	3	0
Social Science	23.0	0	3	0	23.0	0	3	0	23.0	0	3	0

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

Last updated: 5/5/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.8	N/A
Library Media Teacher (librarian)	0.3	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.3	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	22.5	N/A

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

*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: 5/5/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$8906.2	\$0.0	\$8906.2	--
District	N/A	N/A	\$0.0	\$72495.0
Percent Difference – School Site and District	--	--	--	--
State	N/A	N/A	\$5677.0	\$75837.0
Percent Difference – School Site and State	--	--	--	--

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

Last updated: 5/5/2017

Types of Services Funded (Fiscal Year 2015-16)

Full range of Special Educational Services including: Speech Therapy, Occupational Therapy, Physical Therapy, Psychological Services and Counseling Services.

Academic Intervention for ALL At-Risk Students

After School Tutoring Program

Last updated: 5/5/2017

Professional Development

WISH is committed to providing educators with the time, resources, training, and support they need to effectively meet the daily challenges of the classroom. WISH's professional development system offers growth opportunities for all staff members and educators. All members of WISH faculty and staff receive on-site training and support throughout the year and they have opportunities to attend national and regional conferences. Teachers frequently serve as guest lecturers and provide model classroom experiences for preservice practitioners.

Last updated: 5/9/2017