

Westside Innovative School House

Shawna Draxton, Principal

Principal, Westside Innovative School House

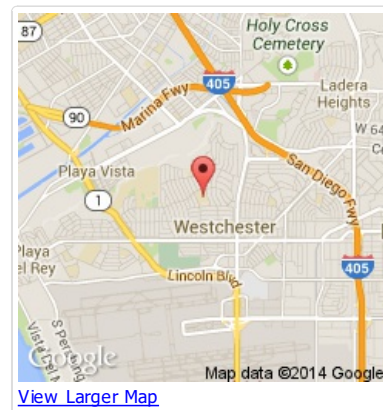
About Our School

It's been a tremendous year for WISH Charter, which is now entering its 4th year as a standout school, not only in our community, but in the Nation. In April of this year, 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 2013/2014 academic year, we are adjusting to our new home on the Orville Wright middle school campus. Always key to the WISH community is the involvement of all families, who came together to assist with the campus move and help beautify the new campus to create a safe and comfortable learning environment for the students. WISH charter is grateful for again being voted 'best charter 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 unflinchingly support our efforts.

Contact

6550 West 80th St.
Los Angeles, CA
90045

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



[View Larger Map](#)

Data and Access

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the [California Department of Education \(CDE\) SARC Web page](#).
- For additional information about the school, parents 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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the [CDE API Web page](#).

About This School

Contact Information (School Year 2012-13)

School	
School Name	Westside Innovative School House
Street	6550 West 80th St.
City, State, Zip	Los Angeles, Ca, 90045
Phone Number	310-642-9474
Principal	Shawna Draxton, Principal
E-mail Address	shawna@wishcharter.org
County-District-School (CDS) Code	19647330121012

District	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Web Site	www.lausd.net
Superintendent First Name	John
Superintendent Last Name	Deasy
E-mail Address	john.deasy@lausd.net

Last updated: 2/1/2014

School Description and Mission Statement (School Year 2012-13)

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. In April of this year, WISH was named a SWIFT Knowledge Development Site by the University of Kansas due to exemplary work implementing our core tenets - one of only 6 schools in the US selected for this auspicious designation. WISH has also been asked to host "Promising Practices" seminars for district schools by the LAUSD.

Core tenets of the WISH model

Optimal Class Size: All Kindergarten through 3rd grade classrooms have approximately 20 students. Grades 4 through 8 will have approximately 25 students.

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

Differentiated Instruction: WISH empowers and inspires learners to reach their highest potential. With an emphasis on 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 offers instruction in grades Transitional Kindergarten through Sixth grade. We are excited to expand to include 7th grade next year and 8th grade the following year.

Last updated: 2/1/2014

Opportunities for Parental Involvement (School Year 2012-13)

WISH Community Association

The WISH Community Association (WCA) works to maintain the close relationship that exists between the school teachers and administrators, the students, and their parents. Every parent of a student currently enrolled at WISH Charter is considered a member of the WCA, and we also invite the participation of extended family members, friends, neighbors and other community members. Our culture is one of volunteerism, and we ask that families contribute in ways which match with their own talents and resources, in order to help to enrich the educational experience of our students. Among its myriad of functions, the WCA helps work with the teachers to integrate enrichment programs (such as the Library and Garden) within the school curriculum, and organizes volunteers to serve as Room Parents and to assist with hot lunch and play yard duty. The WCA supports the school and its students by organizing community-building events, and helps to raise funds for the school and its Arts, Music and Physical Education programs. We are dedicated to working with the WISH Charter administration to enhance and maximize the education of every child, while aiding them in reaching their highest potential.

Arts for WISH

The Arts Committee works to support the arts at WISH, which includes sustaining the "Art Hut" studio and the artist-teachers, bringing creative projects into classrooms to enhance curriculum, selecting guest artists (including parent artists) and organizing creative field trips.

Volunteers are invited into the art hut to help facilitate each class's weekly art time. We are also looking for items that we can redesign, paint, decorate and sell in our end of the year student art show and auction. Plain wood items like kid chairs, a small tables, frames, etc. are ideal.

Contact- Gwen Marucci - gwen720@gmail.com

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) and Susan Stiffelman (author of Parenting without Power Struggles: Raising Joyful, Resilient Kids while Staying cool, calm, and Connected). Please contact us with suggestions for future events, or to volunteer to participate in this committee.

Contact - Jennifer Whitley - babyblue1070@yahoo.com

Events Committee

The Event Committee plans many fun activities each year including the Fall Festival, Spring Auction, beach clean-up day, and many other wonderful events. As many of our projects are fundraisers, we work closely with the Fundraising Committee.

Contact - Marie Teagardin - marie@teagardin.com

Facilities Team

The intent of our Facilities Team is to help maintain the safety and beautification of our school campus. Volunteers can help support this vision by participating in beautification days, helping with the morning valet service during drop off time, or by leading regular clean-up efforts around the WISH campus. Support and new ideas are welcome.

Contact - Alison Sideris - alisonsideris@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 - John Hubacher Pantheon@aol.com / Christy Skura cskura@sbcglobal.net

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)

Contact - Christy Skura cskura@sbcglobal.net

Garden Committee

Provide an education in horticulture
 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
 Create an education tool for all teachers at WISH
 Encourage recycling for class fundraising
 Explore and develop ways to bring awareness to our environment, and how to promote good environmental practices with the students
 Have FUN!

Contact - Jennifer Wedlake - jenn.wedlake@gmail.com

Grants Committee

A subset of Fundraising, the Grants committee is responsible for all aspects of grant based funding including coordinating with staff, WCA committees and outside partners, identifying new opportunities, completing applications and reporting back to funders on how money was used.

We are very open to anyone who wants to share new grant opportunities or help submit applications, please join us at our next Grants Committee meeting!

Contact - Raj Makwana -rkmakwana@gmail.com

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 -Cate Siniawski cateandmatt@yahoo.com

Publicity / Outreach Committee

The Publicity / Outreach Committee helps to coordinate WISH's Open Houses and publicity materials for the outside community.

Contact -Ivey Steinberg ivey_steinberg@yahoo.com

Room Parents

The Room Parents 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 - Ivey Steinberg- ivey_steinberg@yahoo.com / Melanie Goldstein - mgolds13@gmail.com / Patti Scott - patti@scottml.com / Debra Xanthos - dxanthos@gmail.com /Amy Washburn - amyz_mail@yahoo.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. This was integrated into our arts curriculum as students worked together in the Art Hut to create a beautiful masterpiece out of the found trash.

Contact - Eve Keller ewkeller@sbcglobal.net

Website Committee

Our focus is making the 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

Wellness Committee

The WISH Wellness Committee's Vision is to help our kids establish healthy habits early on in life, especially in regards to fitness and eating. Part of what we do is:

- Provide educational support to incorporate into the school curriculum
- Encourage nutritional awareness when planning for school parties and events at WISH
- Research healthy fund raising options
- Establish contacts within the community (e.g., vendors, farmers) who can help us further our vision
- Coordinate with the green/gardening committee to increase awareness of the fruits/vegetables that are grown
- Research grants/programs that are related to our vision

Contact - Lisa Vitello - bohemilee@aol.com

Yearbook / Newsletter Committee

The Yearbook and Newsletter Committee creates regular publications by and for the WISH community.

Contact - Marie Kim marie@teagardin.com

Last updated: 2/1/2014

Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

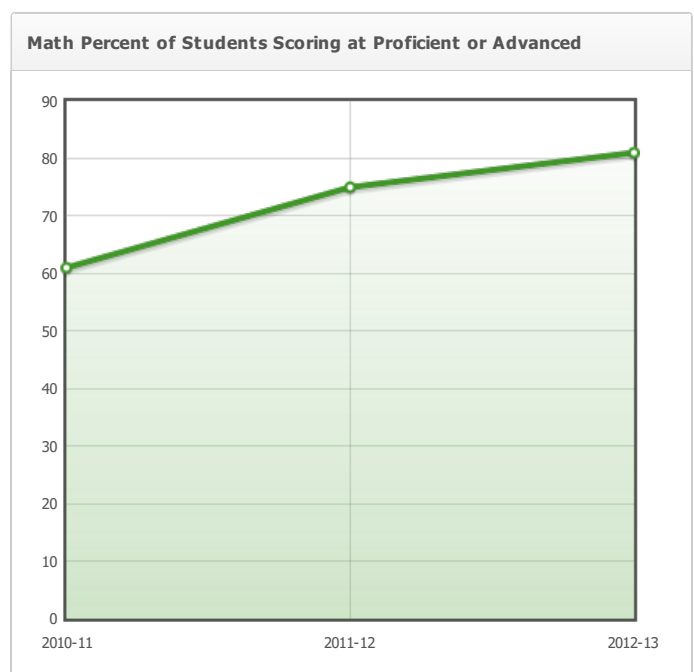
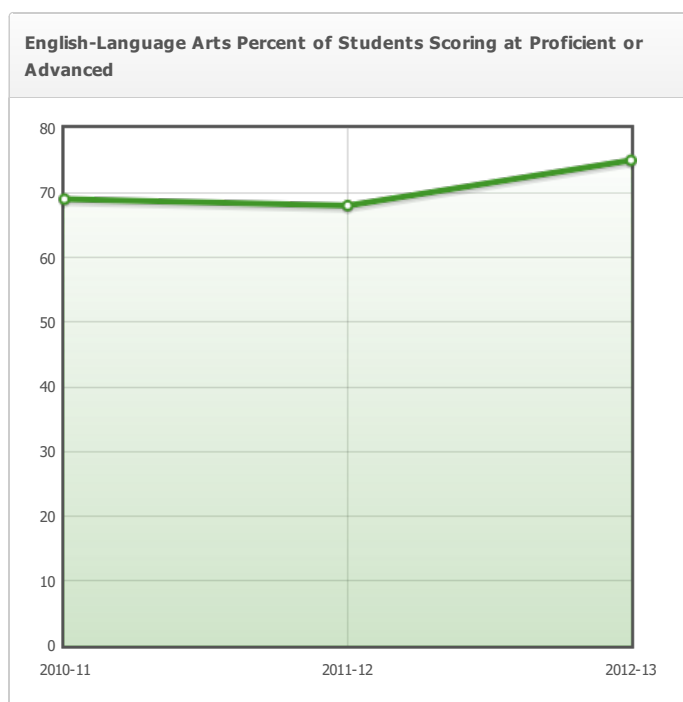
The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

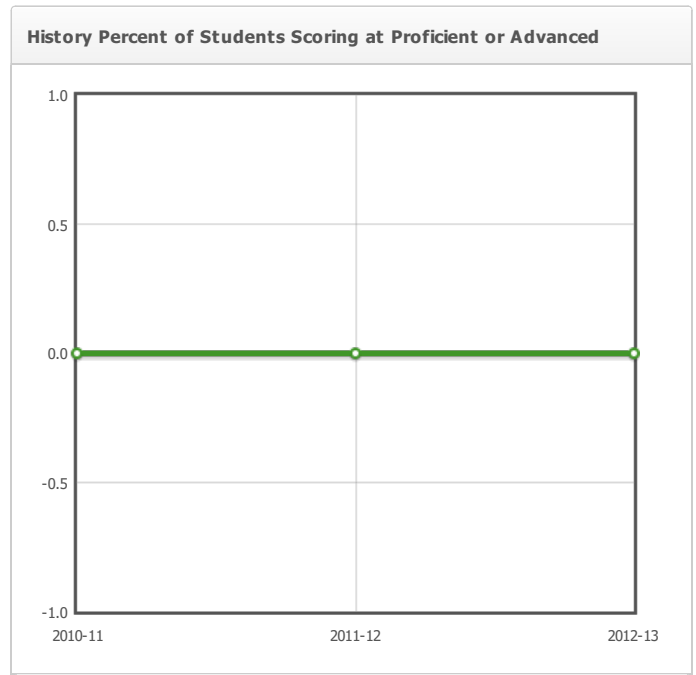
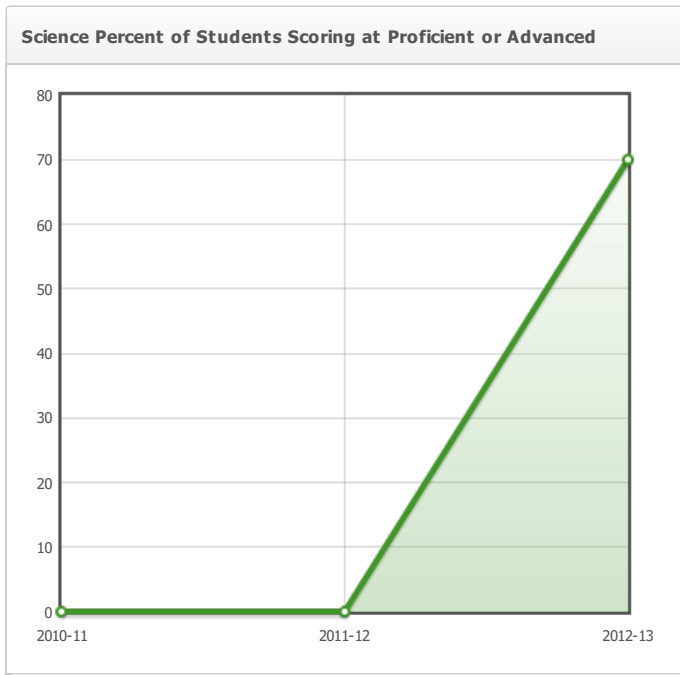
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	69%	68%	75%	44%	48%	47%	54%	56%	55%
Mathematics	61%	75%	81%	43%	44%	45%	49%	50%	50%
Science	N/A	N/A	70%	47%	51%	52%	57%	60%	59%
History-Social Science	N/A	N/A	N/A	37%	39%	40%	48%	49%	49%

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: 2/1/2014

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	47%	45%	52%	40%
All Students at the School	75%	81%	71%	N/A
Male	73%	78%	55%	N/A
Female	78%	84%	N/A	N/A
Black or African American	76%	73%	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	70%	73%	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	78%	89%	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	80%	85%	N/A	N/A
English Learners	N/A	N/A	N/A	N/A
Students with Disabilities	59%	59%	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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: 2/1/2014

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the [CDE PFT Web page](#).

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.7%	26.1%	30.4%
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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: 2/1/2014

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the [CDE API Web page](#).

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010-11	2011-12	2012-13
Statewide		7	7
Similar Schools			

Last updated: 2/1/2014

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	B	-6	57
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			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 2/1/2014

Academic Performance Index Growth by Student Group – 2012-13 Growth API

Comparison

This table displays, by student group, the number of students included in the API and the Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	131	895	407,864	749	4,655,989	790
Black or African American	30	879	34,995	698	296,463	708
American Indian or Alaska Native	0		1,557	756	30,394	743
Asian	2		17,001	908	406,527	906
Filipino	0		9,841	864	121,054	867
Hispanic or Latino	33	865	304,752	728	2,438,951	744
Native Hawaiian or Pacific Islander	2		1,544	786	25,351	774
White	52	920	36,642	871	1,200,127	853
Two or More Races	12	897	1,289	564	125,025	824
Socioeconomically Disadvantaged	20	905	283,245	731	2,774,640	743
English Learners	3		162,555	706	1,482,316	721
Students with Disabilities	17	763	52,441	573	527,476	615

Last updated: 2/1/2014

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the [CDE AYP Web page](#).

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	No
Met Participation Rate - Mathematics	Yes	No
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	N/A

Last updated: 2/1/2014

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the [CDE PI Status Determinations Web page](#).

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	658
Percent of Schools Currently in Program Improvement	N/A	83.1%

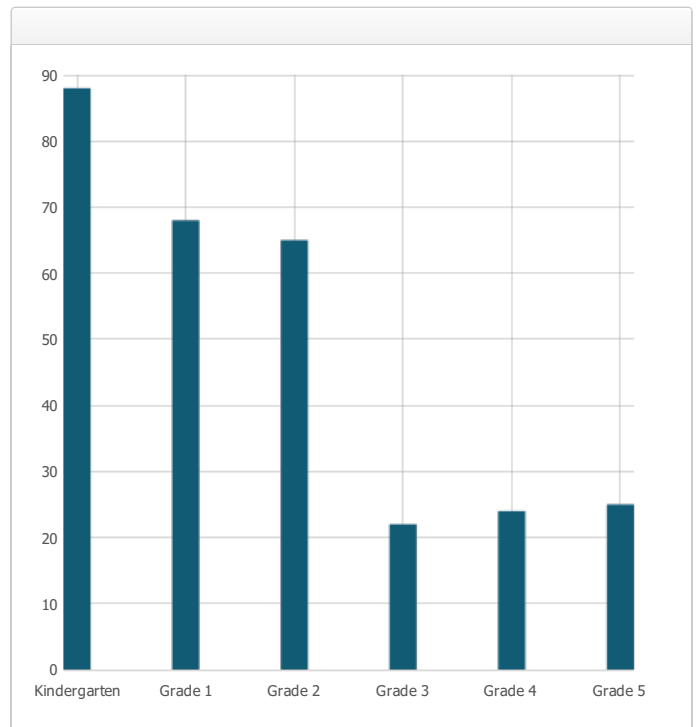
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Last updated: 2/1/2014

School Climate

Student Enrollment by Grade Level (School Year 2012-13)

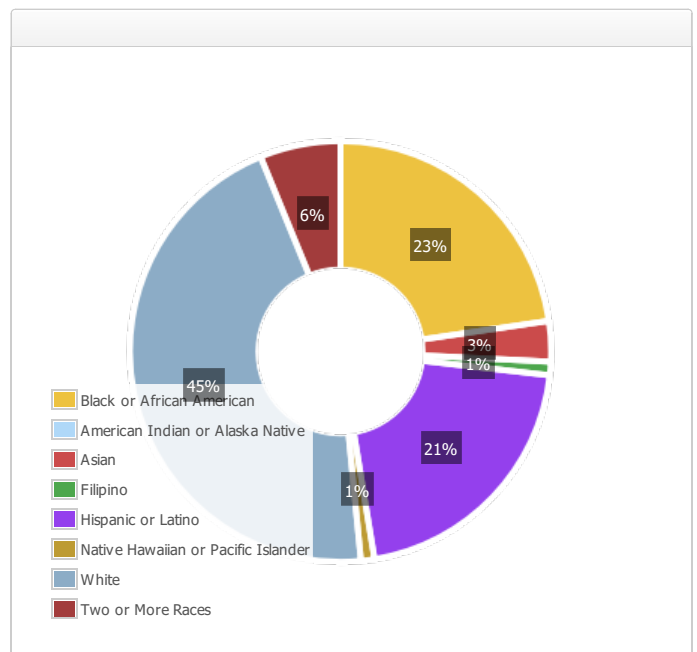
Grade Level	Number of Students
Kindergarten	88
Grade 1	68
Grade 2	65
Grade 3	22
Grade 4	24
Grade 5	25
Total Enrollment	292



Last updated: 2/1/2014

Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	22.9
American Indian or Alaska Native	0.0
Asian	3.4
Filipino	1.0
Hispanic or Latino	20.5
Native Hawaiian or Pacific Islander	1.0
White	44.5
Two or More Races	6.5
Socioeconomically Disadvantaged	13.0
English Learners	3.1
Students with Disabilities	12.7



Last updated: 2/1/2014

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11				2011-12				2012-13			
	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	18.5	4	0	0	20.0	4	0	0	20.0	3	1	
1	18.0	2	0	0	20.0	3	0	0	22.0	0	3	
2	16.0	2	0	0	20.0	1	0	0	22.0	0	3	
3	20.0	2	0	0	21.0	1	0	0	22.0	0	1	
4					22.0	1	0	0	23.0		1	
5									24.0		1	
6												
Other					0.0	1	0	0				

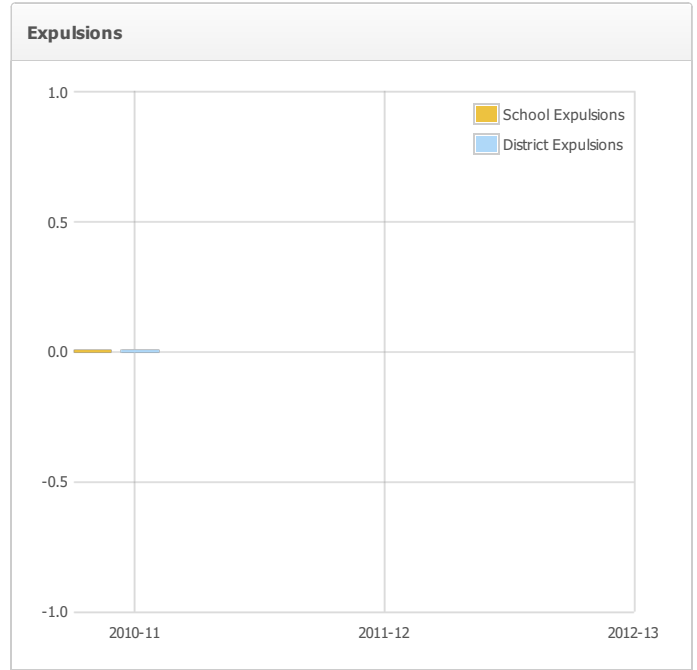
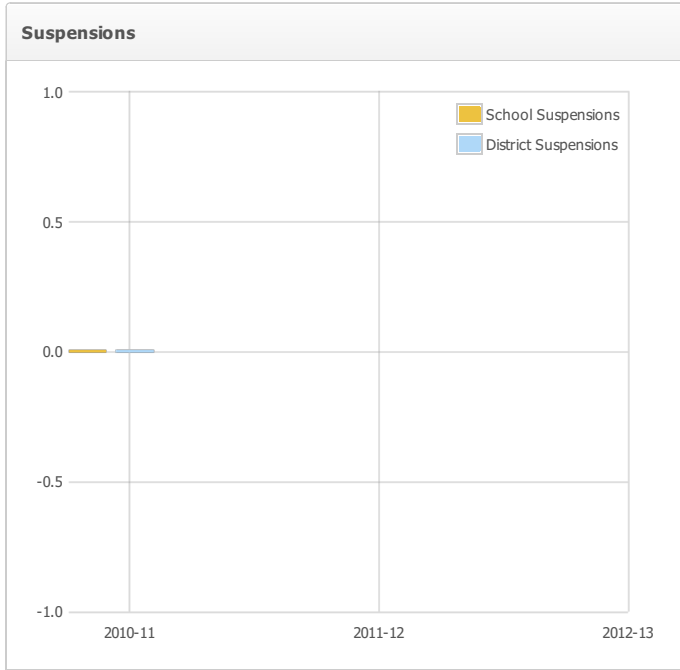
* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 2/1/2014

Suspensions and Expulsions

Rate *	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions						
Expulsions						

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.



Last updated: 2/1/2014

School Facilities

School Facility Good Repair Status (School Year 2013-14)

System Inspected	Repair Status	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 (School Year 2012-13)

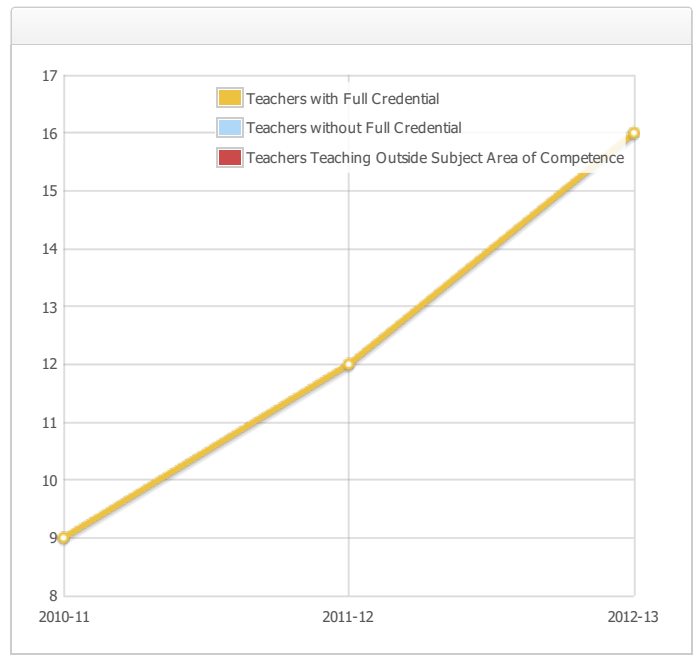
Overall Rating	Good
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Last updated: 2/1/2014

Teachers

Teacher Credentials

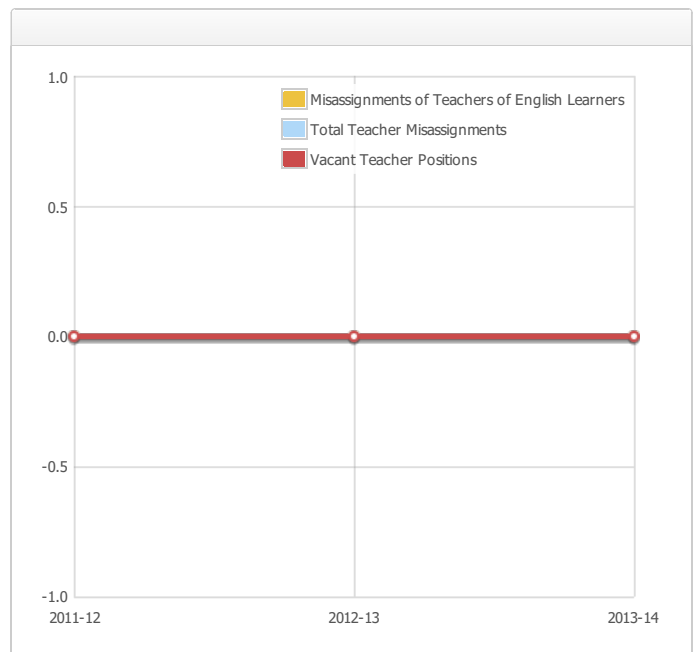
Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	9	12	16	
Without Full Credential				
Teachers Teaching Outside Subject Area of Competence (with full credential)				



Last updated: 2/1/2014

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
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: 2/1/2014

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13) -

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE [Improving Teacher and Principal Quality Web page](#).

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
All Schools in District	100	0
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	100	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: 2/1/2014

Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.2	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	0.5	N/A

Note: Cells shaded in black or 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: 2/1/2014

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2013

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	McGraw Hill - Imagine It McGraw Hill - Wonders New Common Core	No	0.0
Mathematics	Pearson - Envision Math & IXL		0.0
Science	FOSS Kits		0.0
History-Social Science			0.0
Foreign Language	McGraw Hill - Asi se dice!		0.0
Health			0.0
Visual and Performing Arts			0.0
Science Laboratory Equipment (grades 9-12)			0.0

Last updated: 2/1/2014

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	\$66,851
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$5,537	\$69,704
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE [Current Expense of Education & Per-pupil Spending Web page](#). For information on teacher salaries for all districts in California, see the CDE [Certificated Salaries & Benefits Web page](#). To look up expenditures and salaries for a specific school district, see the [Ed-Data Web site](#).

Last updated: 2/1/2014

Types of Services Funded (Fiscal Year 2012-13)

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: 2/1/2014

Teacher and Administrative Salaries (Fiscal Year 2011-12)

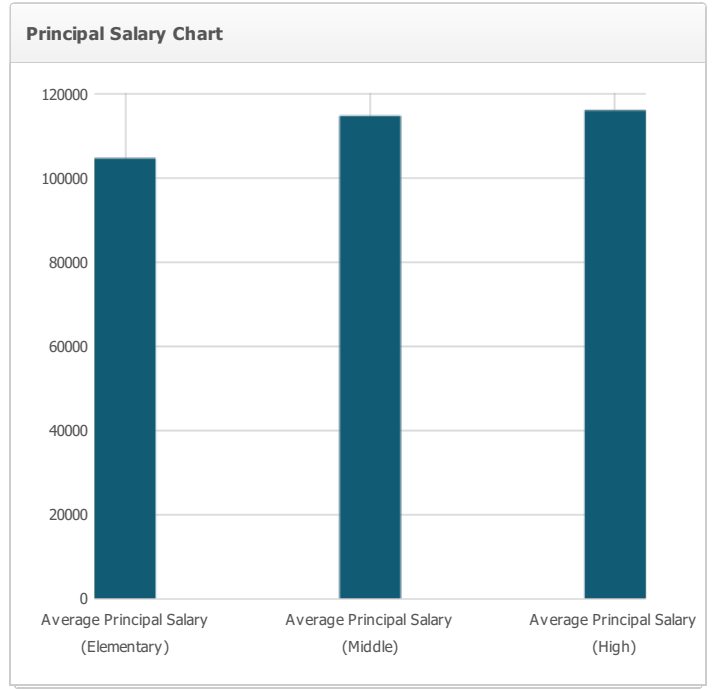
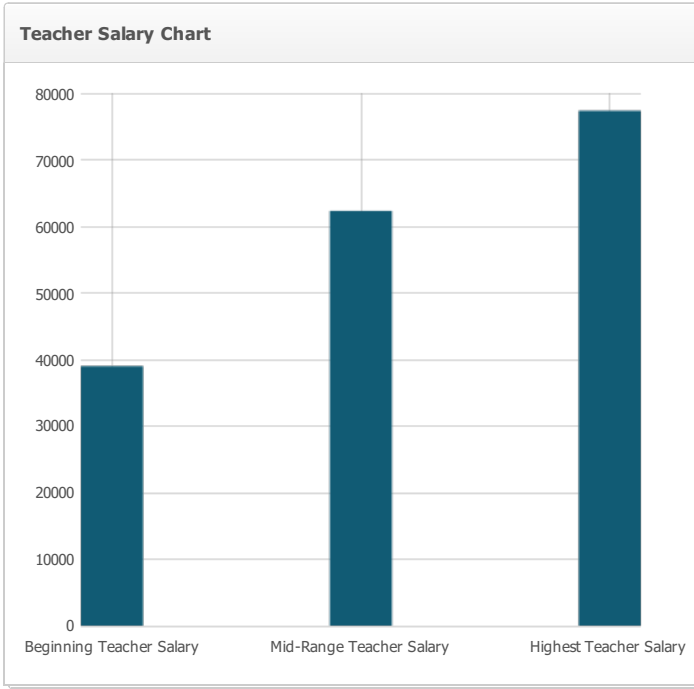
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,008	\$41,462
Mid-Range Teacher Salary	\$62,307	\$66,133
Highest Teacher Salary	\$77,359	\$85,735
Average Principal Salary (Elementary)	\$104,537	\$107,206
Average Principal Salary (Middle)	\$114,610	\$111,641
Average Principal Salary (High)	\$115,924	\$122,628
Superintendent Salary	\$275,000	\$225,176
Percent of Budget for Teacher Salaries	35.0%	38.0%

Percent of Budget for Administrative Salaries

5.0%

5.0%

For detailed information on salaries, see the CDE [Certificated Salaries & Benefits Web page](#).



Last updated: 2/1/2014

School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (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 Web page](#).

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 Web page](#).

Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

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.

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