

# Westside Innovative School House

## California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

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. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

### Shawna Draxton, Principal

Principal, Westside Innovative School House

#### About Our School

It's been an exciting year for WISH Charter, which is now entering its 5th 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 2014/2015 academic year, we are grateful for our home on the Orville Wright campus. 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, Playa 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

6550 West 80th St.  
Los Angeles, CA 90045

Phone: 310-642-9474  
E-mail: [shawna@wishcharter.org](mailto:shawna@wishcharter.org)



## A. Conditions of Learning

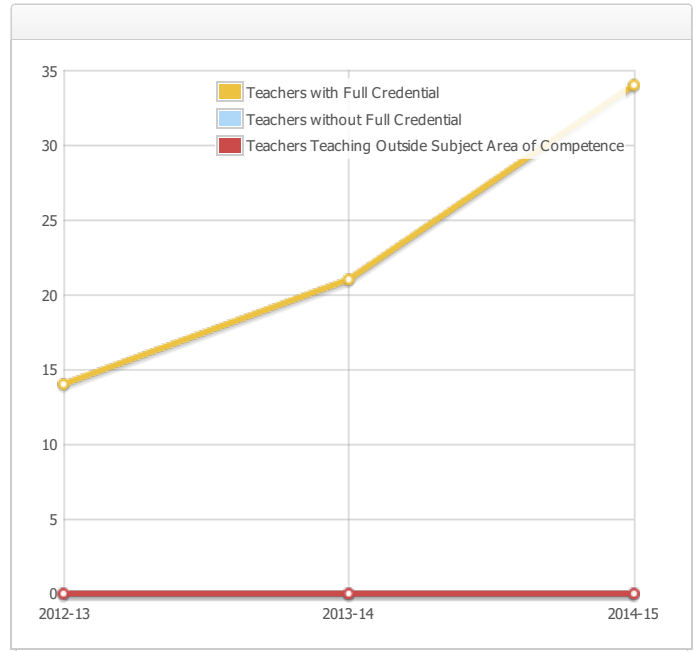
### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

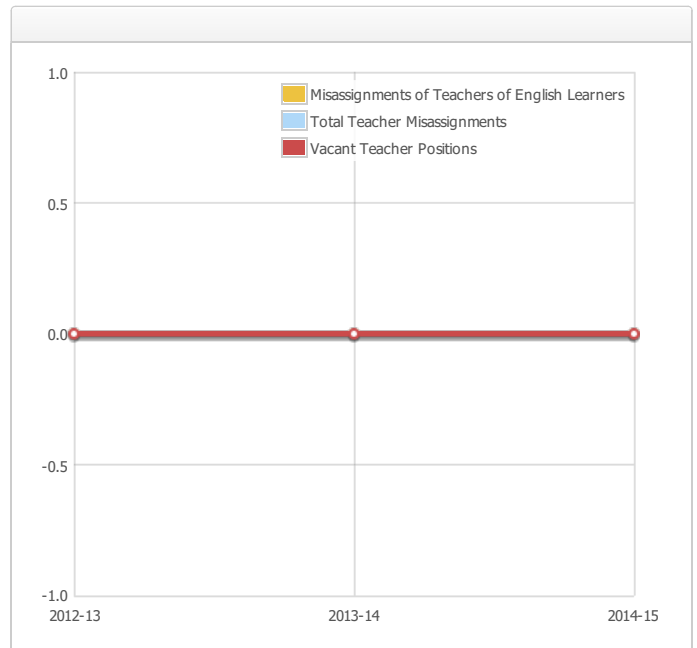
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	14	21	34	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 3/16/2015

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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: 3/16/2015

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)**

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	89	11
High-Poverty Schools in District	92	8
Low-Poverty Schools in District	52	48

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.

**Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year**

Year and month in which data were collected: January 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill - Imagine It! McGraw Hill - Wonders New Common Core	Yes	0.0
Mathematics	Pearson - Envision Math IXL	Yes	0.0
Science	FOSS Kits	Yes	0.0
History-Social Science			0.0
Foreign Language			0.0
Health			0.0
Visual and Performing Arts			0.0
Science Lab Eqmpt(9-12)			0.0

Last updated: 3/16/2015

**School Facility Good Repair Status - Most Recent Year**

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 - Most Recent Year**

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

*Last updated: 3/16/2015*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

#### California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)		71	86	51	52	52	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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: 3/9/2015*

#### 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%
History-Social Science	N/A	N/A	N/A	37%	39%	40%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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: 3/9/2015*

#### Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	7	7	9
Similar Schools			9

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

*Last updated: 3/9/2015*

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

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
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: 3/11/2015*

# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

## California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	13.6%	45.5%	18.2%
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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: 3/9/2015*

## C. Engagement

# State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 - Most Recent Year

#### **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 or 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), 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).

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 - Marie Teagardin - Marie@teagardin.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

### **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 - Melissa Susman - Melissasusman@me.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 -Library@wishcharter.org

### **Publicity / Outreach Committee**

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

Contact -Ivey Steinberg iveyv@ca.rr.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 - Melanie Goldstein - mgolds13@gmail.com / Patti Scott - patti@scottml.com / Debra Xanthos - dxanthos@gmail.com / Amy Washburn - amy\_z\_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

### **Sports Committee**

WISH team sports program is a shining example of one of the tenets on which the school was founded - parental involvement. Parents serve in a variety of roles, as 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 - Ivey Steinberg Ivey@ca.rr.com

#### **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 Committee creates our beautiful annual momento which always offers opportunities for our students to be involved in theme and design. The Newsletter Committee creates regular publications by and for the WISH community covering all that is going on with our school and in our greater community.

Yearbook Contact - Marie Kim marie@teagardin.com

Newsletter Contact - Christie Kobata - ChristieKobata@hotmail.com

## **State Priority: Pupil Engagement**

*Last updated: 3/10/2015*

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

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

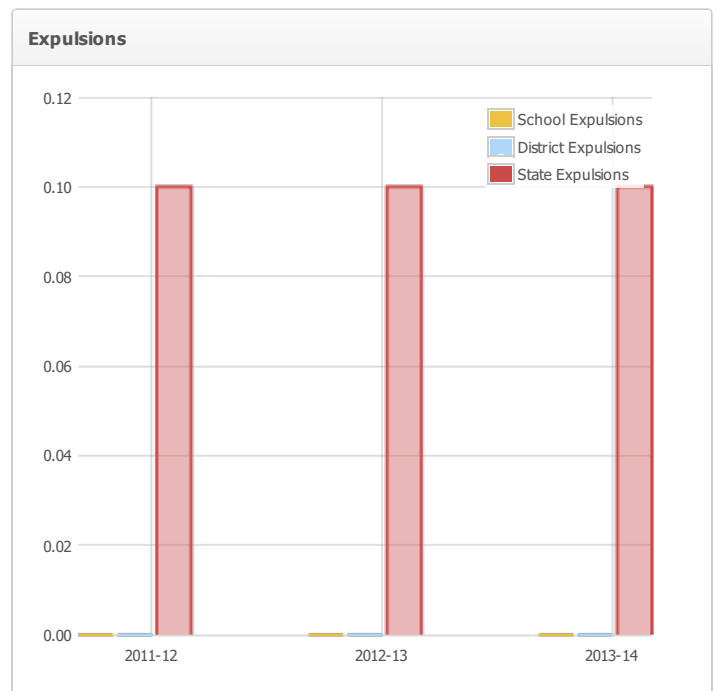
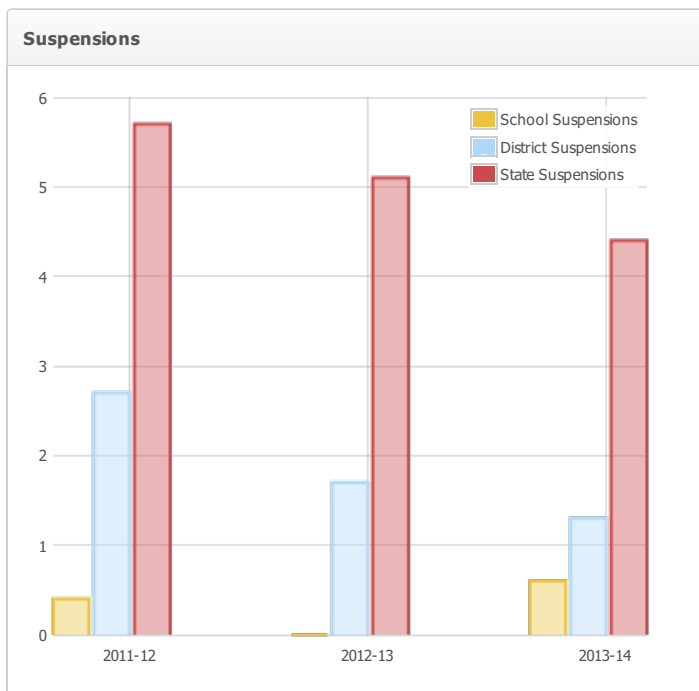
# State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

## Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.40	0.00	0.60	2.70	1.70	1.30	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.10	0.10	0.10



Last updated: 3/9/2015

## School Safety Plan - Most Recent Year

### 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. 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: 3/16/2015*

## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	Yes	N/A
Met Participation Rate - English-Language Arts	Yes	N/A
Met Participation Rate - Mathematics	Yes	N/A
Met Percent Proficient - English-Language Arts	Yes	N/A
Met Percent Proficient - Mathematics	Yes	N/A
Met Graduation Rate	N/A	N/A

*Last updated: 3/16/2015*

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2011-12				2012-13				2013-14			
	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	4.5	8	0	0	17.0	1	4		22.0		4	
1	16.6	5	0	0	17.0	1	3		22.0		3	
2	19.0	2	0	0	16.0	2	2		21.6	1	2	
3	21.0	2	0	0	10.0	2			22.3		3	
4	12.0	2	0	0	23.0		1		23.0		1	
5					24.0		1		23.0		1	
6									19.0	1		
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: 3/9/2015*



**Academic Counselors and Other Support Staff (School Year 2013-14)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	0.6	N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.2	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist (non-teaching)		N/A
Other	0.5	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: 3/10/2015*

**Professional Development – Most Recent Three Years**

---

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: 3/11/2015*