

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

WISH Community

Contact Name and Title

Shawna Draxton
Executive Director

Email and Phone

sdraxton@wishcharter.org
(714) 756-0591

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Core tenets of the WISH model:

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

Grade Levels: WISH Community School offers instruction in Transitional Kindergarten through Eighth Grade

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

WISH Charter has developed core values that drive the organization. The value aligned goals that drive our decision making include: Social Justice through Inclusivity- When we raise children in socially just, heterogeneous classrooms from the outset, that teach children to value diversity, the children become adults that build community spaces and work places that embrace all people. Academic Excellence: All children deserve high quality instructional experiences that prepare them to achieve Whole Scholar Approach: A high quality educational experience includes music, art, physical education, technology, horticulture, and STEM instruction Active Partnerships-We believe that schools thrive with the expertise of community, business, and university guidance and support.

Through the analysis of multiple measures of data including the California Dashboards and the required LCAP metrics the WISH action plans include the following categories:

1. High quality Instructional materials and well-trained teachers
2. Clean and well-maintained campuses
3. Parent Involvement
4. High Achievement
5. English Learners
6. Attendance
7. School Climate, including suspension and expulsion

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Students at WISH demonstrated growth in many areas. On the SBAC WISH students outperformed district, state, and adjacent schools consistently. Parents participated in making the school and their children successful by attending parent teacher conferences, student led conferences, and by supporting student activities. ELA performance received the highest ratings on the California Dashboard for all grade levels. Math received the second highest rating for grades TK-6.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Based on the SBAC results and the California Dashboard it is clear that supports need to be dedicated to math instruction for our upper grade students.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

According to the California Dashboard our suspension rate has gone up .5% and is in the medium range. We have committed to adopting a ladder system to support student behavior and we are dedicating resources to the adoption of the RULER Emotional Intelligence program out of Yale to develop consistent social and emotional practices across the ES and MS programs. According to the CA five by five placement report Black or African American students need targeted support and monitoring in math as they demonstrated a decline in growth of between 5 and 25 points.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved Services

Tiered academic supports informed by adaptive and growth assessments are administered several times per year to ensure that student needs are monitored and students are connected with appropriate tiered supports.

Tiered social emotional supports with counselors monitoring and targeting students with counseling, school services, and community based organizations for a wide range of prevention and intervention support services based on need.

Improving student information system, data collection and student identification procedures for Foster and Homeless students to ensure that students can be identified, monitored, and served effectively

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$7,570,258
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$4,244,772

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

In addition to the expenditures outlined in the LCAP, the WISH Community School 18-19 Budget includes funding for employee benefits, school leadership, consultants (back office, legal, audit, etc.), and general supply and operating expenses.

Total Projected LCFF Revenues for LCAP Year	\$5,973,166
---	-------------

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

All students, including all unduplicated students and students with exceptional needs, will have access to standards-aligned (including Common Core) materials and additional instructional materials as outlined in our charter petition: WISH will fully implement the Common Core in Math by 2014-15 and ELA by 2015-16. WISH will begin to transition to NGSS in the 2016-17 school year and complete the transition by end of 2017-18 school year. Teachers will participate in ongoing professional development on the implementation of Common Core, NGSS and new state assessments, with a particular focus on serving WISHs unduplicated students and students with special needs.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Documentation of teacher participation in CCSS-aligned professional development; implementation of CCSS-aligned curriculum	2017-18 100% implementation of CCSS ELA and Math; full NGSS implementation	100% implementation of CCSS ELA and Math; full NGSS implementation

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>100% of teachers will continue to receive intensive Common Core training with emphasis on differentiated instructional techniques and serving students with special needs/ELs, etc. Increase student access to technology and integration in learning. Teachers will continue to receive Balanced Literacy Training. Teachers will receive training to begin the transition to NGSS</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>All teachers received intensive common core training with Balanced Literacy coaches and trainings provided by blended learning companies (Mobymax, Achieve3000). All teachers received intensive training in NGSS (PLTW)</p>	<p>PD - 5000-5999 Services and Other Operating Expenses - LCFF: \$38,300</p>	<p>NGSS Coach - 1000-1999 Certificated Salaries - LCFF: \$27,637</p> <p>Project Lead the Way Student Materials - 4000-4999 Books and Supplies - LCFF: \$8,453</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

NGSS aligned materials were purchased for grades 6-8. A coach was hired to train all teachers in NGSS using PLTW curriculum and materials.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Students performed above the district, state, and adjacent schools on SBAC science exams.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Approximately \$36K was expensed for a PLTW coach and student materials.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

None

Goal 2

School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists with > 90% of items in compliance or good standing.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Staff completes Daily Inspection Sheets two times a day.	2017-18 Office Support Staff completes Daily Inspection Sheets two times a day two times a day with 90% good standing rating.	Office staff complete inspection reports daily. All areas were rated at 90% of above of being in good standing across an average of 5 days.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Risk management site inspections of campus by property and liability carrier. Correct all areas identified in need of repair or replacement.	For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools	Prop 39 Rent - 5000-5999 Services and Other Operating Expenses - LCFF: \$320,566 General Insurance - 5000-5999 Services and Other Operating Expenses - LCFF: \$50,156 Vendor Repairs Budget - 5000-5999 Services and Other Operating Expenses - LCFF: \$10,975 Site Support Staff Salaries - 2000-2999 Classified Salaries - LCFF: \$33,000	Prop 39 Rent - 5000-5999 Services and Other Operating Expenses - LCFF: \$320,566 General Insurance - 5000-5999 Services and Other Operating Expenses - LCFF: \$49,540 Vendor Repairs - 5000-5999 Services and Other Operating Expenses - LCFF: \$1,055 Site Support Staff Salaries - 2000-2999 Classified Salaries - LCFF: \$33,289

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Office staff complete inspection reports daily. All areas were rated at 90% of above of being in good standing across an average of 5 days.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Inspection sheets were effective in ensuring the campuses were clean and well maintained.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Vendor repairs were not as high as anticipated in the LCAP budget. Otherwise, there was no material difference between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

None

Goal 3

Parent involvement will continue to be a cornerstone of WISH's school operations, with parent representatives on the Board of Directors, WCA Governance Council, and WCA School Site Council, volunteering at school and engaged via frequent and myriad home-school communications.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Documentation of parent on BOD, 2017-18 attendance from SLC and PT Conferences, attendance sign ins at WISH events, and results of surveys</p> <p>Approximately 85% of parents will attend at least two school events each year; 95% will attend parent-teacher conferences, and 98% of parents will attend Student Led Conferences, three parents will serve on the WCA School Site Council, one will be a parent of a child with a disability. Parent satisfaction rates, based on annual surveys, will continue to be greater than 85%</p>	<p>Approximately 80% of parents attend at least two school events each year; 90% attend parent-teacher conferences, and 95% of parents attend Student Led Conferences, 5 parents lead the WCA School Site Council, one is a parent of a child with a disability. Parent satisfaction rates, based on annual surveys, are greater than 90%</p>

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p> <p>Parents will receive more frequent and clear communications about school meetings and events through multiple modes of communication: website, email, newsletters, annual Handbook and an annual calendar of meetings and events. WCA School Site Council will be trained on using Emma, Illuminate, and other communications tools.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Approximately 80% of parents attend at least two school events each year; 90% attend parent-teacher conferences, and 95% of parents attend Student Led Conferences, 5 parents lead the WCA School Site Council, one is a parent of a child with a disability. Parent satisfaction rates, based on annual surveys, are greater than 90%</p>	<p>(Website, Emma, Schoolmint) - 5000-5999 Services and Other Operating Expenses - LCFF: \$14,323</p>	<p>Edlio (Website) and Schoolmint - 5000-5999 Services and Other Operating Expenses - LCFF: \$10,805</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Satisfaction surveys were sent to all stakeholders over several weeks to ensure a broad section of our community was able to express their opinions regarding school climate, academic achievement, and discipline.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Parent partnerships are a key component of WISH charter. Parents attended SLCs, parent teacher conferences at a 90% or greater attendance rate, and completed satisfaction surveys with 90% or greater rating of meets or exceeds expectations.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

None

Goal 4

All students, including all unduplicated students and students with exceptional needs will meet or exceed the performance level of adjacent schools in the areas of English Language Arts/Literacy and Mathematics.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 8. Other pupil outcomes
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
School-wide and all significant subgroups will meet or exceed adjacent schools performance in ELA and Math	<p>2017-18 To increase by 2% over the following baselines:</p> <p>ES: ELA-70% Math-62% Adjacent School ELA-47% Math-45% MS: ELA-67% Math- 35% Adjacent School ELA-41% Math-16%</p>	SBAC outcomes TBD

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>In addition to activities above: Provide highly qualified educational support personnel (Technology Instructor, Visual Impairment Specialist, SpEd teachers, Psychologist, Counselor, Physical Therapist, Occupational Therapist, Speech Pathologist, Paraprofessionals, Board Certified Page 44 of 62 Behavioral Analyst Support) who will implement data - driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. We will provide 10 days of professional development, on -site staff meetings, and classroom embedded professional development to support tiered intervention, in addition to regular teacher collaboration time to improve and support student achievement and college - readiness. We will provide intervention support and additional resources for instructional staff to continuously monitor student achievement using a Multi -Tiered Systems of Support. Through team meetings, benchmark assessments, ELD Folders, SST meetings, GATE Meetings, and other assessments and protocols WISH teachers meet the needs of each individual student.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>WISH provided highly qualified educational support personnel (Technology Instructor, Visual Impairment Specialist, SpEd teachers, Psychologist, Counselor, Physical Therapist, Occupational Therapist, Speech Pathologist, Paraprofessionals, Board Certified Behavioral Analyst Support) who worked together to implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. Fifteen days of professional development, on-site staff meetings, and classroom embedded professional development to support tiered intervention, in addition to regular teacher collaboration time to improve and support student achievement and college-readiness were provided to all teachers. Intervention support and additional resources for instructional staff to continuously monitor student achievement using a Multi-Tiered Systems of Support was provided. Through team meetings, benchmark assessments, ELD Folders, SST meetings, GATE Meetings, and other assessments and protocols WISH teachers meet the needs of each individual student. Additional adult support and intervention services for</p>	(School Psychologist, School Counselor, Speech & Language Therapist, Occupational Therapist) - 1000-1999 Certificated Salaries - Other State Revenues: \$259,397	School Psychologist, School Counselor, Speech & Language Therapist, Occupational Therapist - 1000-1999 Certificated Salaries - Other State Revenues: \$262,272

students including counseling/psychosocial support, afterschool tutoring and enrichment programs are provided for each student that is identified as having a need in these areas.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Additional adult support and intervention services for students including counseling/psycho-social support, afterschool tutoring and enrichment programs are provided for each student that is identified as having a need in these area.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>School provided additional adult support and intervention services for students including counseling/psycho-social support, afterschool tutoring and enrichment programs are provided for each student that is identified as having a need in these area.</p>	<p>School Psychologist, School Counselor, Speech & Language Therapist, Occupational Therapist - 1000-1999 Certificated Salaries - LCFF: \$30,000</p> <p>Achieve 3000, MobyMax - 4000-4999 Books and Supplies - LCFF: \$15,978</p>	<p>(School Psychologist, School Counselor, Speech & Language Therapist, Occupational Therapist - 1000-1999 Certificated Salaries - LCFF: \$30,000</p> <p>Achieve 3000, MobyMax - 4000-4999 Books and Supplies - LCFF: \$6,267</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All faculty and staff received professional development weekly paired with coaching. Team members implemented instructional strategies that were observed by administrators and participated in data chats to determine next steps for instruction.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

School-wide and all significant subgroups met or exceeded targets for growth in ELA and Math. The results of the SBAC Performance: ES: ELA-70% Math-62% Adjacent School ELA-47% Math-45% MS: ELA- 67% Math- 35% Adjacent School ELA-41% Math-16%

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The actual costs of MobyMax and Achieve3000 were less than in the LCAP budget.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Goal 5

EL students will advance at least one grade level on the CELDT (or other available external and internal assessments) each year and WISHs reclassification rate will meet or exceed the Districts rate; ELs will meet annual AMAOs.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>EL students will advance at least one grade level on internal assessment 2017-18</p> <p>EL students will demonstrate at least one year of growth</p>	<p>EL students demonstrated at least one year of growth</p>

Reclassification rate will meet or exceed the districts rate

2017-18 meet or exceed the districts rate

exceeded the districts rate

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Implement WISHs English Learner Master Plan as adopted from LAUSD. Provide highly qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs. Provide new teachers support specifically relating to ELs. Continue professional development activities started this school year focused on CCSS implementation with ELs. EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom. Re-designated ELs will continue to be supported via a multi- Page 40 of 52 tiered system including support for struggling readers. Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments (ELDRA).</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Implemented WISHs English Learner Master Plan as adopted from LAUSD. Provided highly qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs. Provided new teachers support specifically relating to ELs. Continued professional development activities started this school year focused on CCSS implementation with ELs. EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom. Re-designated ELs continued to be supported via a multi- Page 40 of 52 tiered system including support for struggling readers. Provided appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments (ELDRA).</p>	<p>EL Coordinator Stipend - 1000-1999 Certificated Salaries - LCFF: \$500 4000-4999 Books and Supplies - LCFF: \$35,000</p>	<p>EL Coordinator Stipend - 1000-1999 Certificated Salaries - LCFF: \$500 4000-4999 Books and Supplies - LCFF: \$10,271</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Implemented WISHs English Learner Master Plan as adopted from LAUSD. Provided highly qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs. Provided new teachers support specifically relating to ELs. Continued professional development activities started this school year focused on CCSS implementation with ELs. EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom. Re-designated ELs continued to be supported via a multi-Page 40 of 52 tiered system including support for struggling readers. Provided appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments (ELDRA).

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

??

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Actual student materials expenses were under budget.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

none

Goal 6

School will continue to maintain a high ADA rate

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Illuminate attendance report	2017-18 School will maintain an ADA rate of >95%	Actual ADA is 95.5%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The attendance coordinator will continue to monitor student attendance and communicate with families. Parent outreach and communication will continue to stress the importance of attendance and arriving at school on time each day. A daily robocall will be implemented for all students that are absent at 9:30am. 4 levels of truancy letters with varying degrees of action will be mailed to parents of habitually truant students.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The attendance coordinator monitored student attendance and communicated with families. Parent outreach and communication stressed the importance of attendance and arriving at school on time each day. A daily robocall was implemented for all students that are absent at 9:30am. 4 levels of truancy letters with varying degrees of action were mailed to parents of habitually truant students.</p>	Office Manager Salaries - 2000-2999 Classified Salaries - LCFF: \$94,952	Attendance Coordinator - 2000-2999 Classified Salaries - LCFF: \$43,520

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The attendance coordinator monitored student attendance and communicated with families. Parent outreach and communication stressed the importance of attendance and arriving at school on time each day. A daily robocall was implemented for all students that are absent at 9:30am. 4 levels of truancy letters with varying degrees of action were mailed to parents of habitually truant students.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Effective as evidenced by the ADA

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The LCAP budget included all office staff salaries. The Estimated Actuals reflect the salary of the Attendance Coordinator.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

None

Goal 7

WISH will continue to maintain low <1% suspension and expulsion rates. Will reduce bullying through consistent implementation of the schoolwide discipline policy and positive behavioral support policies.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Monthly suspension reports	2017-18 Maintain <1% of students being suspended and expelled.	<1% of students were suspended or expelled.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The School will update the website with information and resources on bullying, and provide workshops educating stakeholders on the definition of bullying and strategies for preventing it. Furthermore, District staff will develop and maintain web presence for understanding and responding to bullying. Teachers will receive support and training in best practices around the new digital citizenship curriculum. The School will hold parent workshops on digital citizenship to promote a safe environment for all students. The School will provide training and support for Advisory and other non-scholastic support for students. The School will support site-based student clubs.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>WISH updated the website with information and resources on bullying, and provided workshops educating stakeholders on the definition of bullying and strategies for preventing it. Furthermore, staff developed and maintain web presence for understanding and responding to bullying. Teachers received support and training in best practices around the new digital citizenship curriculum and implement the curriculum in Year 1. WISH held parent workshops on digital citizenship to promote a safe environment for all students. WISH provided training and support for Advisory and other non-scholastic support for students. WISH supports site-based student clubs.</p>	LCFF: \$0	Parent Ed Workshop - LCFF: \$200

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

WISH reduced bullying through consistent implementation of the Schoolwide Discipline Policy and Positive Behavioral Support Policies.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The consistent implementation of the schoolwide discipline policy and SWPBIS systems were effective in ensuring that all students were safe and orderly on campus.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material difference.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

None

Goal 8

Every student at WISH receives high quality technology instruction, PE, Art, Music, and horticulture at least once a week. Students in grades 3-8 participate in intensive in school and out of school field trips to augment their learning program. In addition, all students have access to afterschool enrichment programs that include Lego Robotics, sports, and Botball. As part of our whole scholar approach to education, all students, including all unduplicated students and students with exceptional needs, will have access to academic and educational enrichment programs as outlined in the schools charter.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 7. Course access; 8. Other pupil outcomes
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Satisfaction surveys from students, 2017-18 parents, and teachers administered twice per year</p> <p>Satisfaction surveys regarding whole scholar approach will exceed 80% meet or exceeds stakeholder expectations.</p>	<p>Satisfaction surveys regarding whole scholar approach exceeded 80% meet or exceeds stakeholder expectations.</p>

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>As stated above, provide highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. Provide students with an array of learning (as described in the schools charter)</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>As stated above, WISH provided highly qualified and experienced teachers that utilized data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. Students were provided with an array of learning (as described in the schools charter)</p>	<p>Teacher Salaries - 1000-1999 Certificated Salaries - LCFF: \$2,297,056</p>	<p>Teacher Salaries - 1000-1999 Certificated Salaries - LCFF: \$2,228,304 Teacher Salaries - 2000-2999 Classified Salaries - LCFF: \$57,939</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Students who qualify for low income supports will continue to have access to an array of learning experiences both in-</p>		<p>Teacher Salaries - 1000-1999 Certificated Salaries - LCFF: \$27,157</p>	<p>Activities occurred but expense were not tracked.: \$0</p>

school and on after school learning excursions (including scholarships for Walk Through-Intensive Field Trips, Retreats, sports teams, robotics teams, and any other WISH affiliated learning activity).

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

WISH provided highly qualified and experienced teachers that utilized data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. WISH provided students with an array of learning opportunities in science, technology, arts, music, and P.E

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Satisfaction surveys regarding whole scholar approach exceeded 80% meet or exceeds stakeholder expectations

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

tdb - need numbers

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

none

Stakeholder Engagement

LCAP Year: **2018-19**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

WISH continued to have stakeholder involvement throughout the year at the following meetings:

Coffee with the principal meetings:

- 10/13/17
- 12/8/17
- 2/9/18
- 4/13/18

WCA (WISH Community Association Meetings):

- 8/2/17 - WCA Leadership and Finance Meeting
- 9/7/17 - WCA Leadership and Finance Meeting
- 9/12/17 - WCA Meeting & Student Social
- 10/4/17 - WCA Leadership and Finance Meeting
- 11/6/17 - WCA Leadership and Finance Meeting
- 11/9/17 - WCA Meeting & Student Social
- 12/6/17 - WCA Leadership and Finance Meeting
- 1/3/18 - WCA Leadership and Finance Meeting
- 1/11/18 - WCA Meeting & Student Social
- 3/1/18 - WCA Leadership and Finance Meeting
- 3/1/18 - WCA Meeting & Student Social
- 5/17/18 - WCA Meeting & Community Education night

Parent meetings:

- Date
- Date
- Date

Parent, Student, and Staff Surveys:

- Date

- Date

Board Meetings:

- Date
- Date
- Date
- Date

Staff Meetings:

- Date
- Date
- Date

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

All stakeholder groups impacted shifts in our goals for the year. Parents wanted more opportunities to give feedback earlier in the year so next year climate and academic feedback surveys will go out in October and February. The WCA leadership team and teachers wanted a greater focus on NGSS so additional funds were allocated to supplies and coaching for the next year. Board members and the administrative team continued to look at achievement data and funds were allocated to instructional supports identified as areas of need for core subject growth.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

All students, including all unduplicated students and students with exceptional needs, will have access to standards-aligned (including Common Core) materials and additional instructional materials as outlined in our charter petition: WISH will fully implement the Common Core in Math by 2014-15 and ELA by 2015-16. WISH will begin to transition to NGSS in the 2016-17 school year and complete the transition by end of 2017-18 school year

Teachers will participate in ongoing professional development on the implementation of Common Core, NGSS and new state assessments, with a particular focus on serving WISHs unduplicated students and students with special needs.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards
Local Priorities:

Identified Need:

To provide access to standards-aligned Instructional materials, including fully implementing the Common Core in ELA and Math, and NGSS across all grades.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Documentation of teacher participation in CCSS-aligned professional development; implementation of CCSS-aligned curriculum	100% implementation of CCSS ELA and Math; partial NGSS implementation	100% implementation of CCSS ELA and Math; partial NGSS implementation	100% implementation of CCSS ELA and Math; partial NGSS implementation	100% implementation of CCSS ELA and Math; partial NGSS implementation

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

100% of teachers will continue to receive intensive Common Core training with emphasis on differentiated instructional techniques and serving students with special needs/ELs, etc. Increase student access to technology and integration in learning. Teachers will continue to receive Balanced Literacy Training. Teachers will receive training to begin the transition to NGSS.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

100% of teachers will continue to receive intensive Common Core training with emphasis on differentiated instructional techniques and serving students with special needs/ELs, etc. Increase student access to technology and integration in learning. Teachers will continue to receive Balanced Literacy Training. Teachers will receive training to begin the transition to NGSS.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$38,300	\$10,000	\$0
Source	LCFF	LCFF	
Budget Reference	Services and Other Operating Expenses; PD	Services and Other Operating Expenses; Contracted PD	; N/A

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists with > 90% of items in compliance or good standing.

State and/or Local Priorities Addressed by this goal:State Priorities: 1. Basic
Local Priorities:**Identified Need:**

To provide and maintain school facilities that are safe, clean and in good repair

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Office Support Staff completes Daily Inspection Sheets two times a day.	Office Support Staff completes Daily Inspection Sheets two times a day with 90% good standing rating.	Office Support Staff completes Daily Inspection Sheets two times a day with 90% good standing rating.	Office Support Staff completes Daily Inspection Sheets two times a day with 90% good standing rating.	Office Support Staff completes Daily Inspection Sheets two times a day with 90% good standing rating.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Action
Risk management site inspections of campus by property and liability carrier. Correct all areas identified in need of repair or replacement.	Risk management site inspections of campus by property and liability carrier. Correct all areas identified in need of repair or replacement.	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$320,566	\$429,907	\$0
Source	LCFF	LCFF	
Budget Reference	Services and Other Operating Expenses; Prop 39 Rent	Services and Other Operating Expenses; Prop 39 Rent	; N/A
Amount	\$50,156	\$52,320	\$0
Source	LCFF	LCFF	
Budget Reference	Services and Other Operating Expenses; General Insurance	Services and Other Operating Expenses; General Insurance	
Amount	\$10,975	\$1,114	\$0
Source	LCFF	LCFF	
Budget Reference	Services and Other Operating Expenses; Vendor Repairs Budget	Services and Other Operating Expenses; Vendor Repairs Budget	; N/A
Amount	\$33,000	\$25,200	\$0
Source	LCFF	LCFF	
Budget Reference	Classified Salaries; Site Support Salaries	Classified Salaries; Site Support Salaries	; N/A

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 3

Parent involvement will continue to be a cornerstone of WISHs school operations, with parent representatives on the Board of Directors, WCA Governance Council, and WCA School Site Council, volunteering at school and engaged via frequent and myriad home-school communications.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 6. School climate
Local Priorities:

Identified Need:

To provide parent access to opportunities for participation and input on decision-making.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Documentation of parent on BOD, attendance from SLC and PT Conferences, attendance sign ins at WISH events, and results of surveys	Approximately 80% of parents attend at least two school events each year; 90% attend parent-teacher conferences, and 95% of parents attend Student Led Conferences, 5 parents lead the WCA School Site Council, one is a parent of a child with a disability. Parent satisfaction rates, based on annual surveys, are greater than 90%	Approximately 80% of parents attend at least two school events each year; 90% attend parent-teacher conferences, and 95% of parents attend Student Led Conferences, 5 parents lead the WCA School Site Council, one is a parent of a child with a disability. Parent satisfaction rates, based on annual surveys, are greater than 90%	Approximately 80% of parents attend at least two school events each year; 90% attend parent-teacher conferences, and 95% of parents attend Student Led Conferences, 5 parents lead the WCA School Site Council, one is a parent of a child with a disability. Parent satisfaction rates, based on annual surveys, are greater than 90%	Approximately 80% of parents attend at least two school events each year; 90% attend parent-teacher conferences, and 95% of parents attend Student Led Conferences, 5 parents lead the WCA School Site Council, one is a parent of a child with a disability. Parent satisfaction rates, based on annual surveys, are greater than 90%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Action
Parents will receive more frequent and clear communications about school meetings and events through multiple modes of communication: website, email, newsletters, annual Handbook and	Parents will receive more frequent and clear communications about school meetings and events through multiple modes of communication: website, email, newsletters, annual Handbook and	

an annual calendar of meetings and events. WCA School Site Council will be trained on using Emma, Illuminate, and other communications tools. Parents will be strongly encouraged to attend twice annual parent-teacher conferences. All parents will be encouraged to run for elected positions on the Board of Directors and WCA and to attend meetings of these groups. Satisfaction surveys will be sent out in October and February.

an annual calendar of meetings and events. WCA School Site Council will be trained on using Emma, Illuminate, and other communications tools. Parents will be strongly encouraged to attend twice annual parent-teacher conferences. All parents will be encouraged to run for elected positions on the Board of Directors and WCA and to attend meetings of these groups. Satisfaction surveys will be sent out in October and February.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$14,323	\$22,199	\$0
Source	LCFF	LCFF	
Budget Reference	Services and Other Operating Expenses; Website, Emma, Schoolmint	Services and Other Operating Expenses; Website, Schoolmint, Illuminate	; N/A

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	New Action	Action
Increase the use of interpreters to make sure that all families are included. Interpreters will now be available for parent-teacher conferences, WCA meetings, Community Education night meetings, IEPs etc.	Increase the use of interpreters to make sure that all families are included. Interpreters will now be available for parent-teacher conferences, WCA meetings, Community Education night meetings, IEPs etc.	

(Select from New Goal, Modified Goal, or Unchanged Goal)

Goal 4

All students, including all unduplicated students and students with exceptional needs, will meet or exceed targets for growth once set by the State on the CAASPP (and comparable assessments for students with special needs) in the areas of English Language Arts/Literacy and Mathematics and demonstrate growth as individual students.

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 8. Other pupil outcomes
Local Priorities:

Identified Need:

To ensure all students meet or exceed targets for growth on Statewide Assessments

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School-wide and all significant subgroups will meet or exceed adjacent schools performance in ELA and Math	ES: ELA-70% Math-62% Adjacent School ELA-47% Math-45% MS: ELA- 67% Math- 35% Adjacent School ELA-41% Math-16%	Increase by at least 2%	Increase by at least 2%	Increase by at least 2%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Action
In addition to activities above: Provide highly qualified educational support personnel (Technology Instructor, Visual Impairment Specialist, SpEd teachers, Psychologist, Counselor, Physical Therapist, Occupational Therapist, Speech Pathologist, Paraprofessionals, Board Certified Behavioral Analyst Support) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. We will provide 10 days of professional development, on-site staff meetings, and classroom embedded professional development to support tiered intervention, in Page 36 of 52 additional to regular teacher collaboration time to improve and support student achievement and college-readiness. We will provide intervention support and additional resources for instructional staff to continuously monitor student achievement using a Multi-Tiered Systems of Support. Through team meetings, benchmark assessments, ELD Folders, SST meetings, GATE Meetings, and other	In addition to activities above: Provide highly qualified educational support personnel (Technology Instructor, Visual Impairment Specialist, SpEd teachers, Psychologist, Counselor, Physical Therapist, Occupational Therapist, Speech Pathologist, Paraprofessionals, Board Certified Behavioral Analyst Support) who will implement datadriven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. We will provide 10 days of professional development, on-site staff meetings, and classroom embedded professional development to support tiered intervention, in Page 36 of 52 additional to regular teacher collaboration time to improve and support student achievement and college-readiness. We will provide intervention support and additional resources for instructional staff to continuously monitor student achievement using a Multi-Tiered Systems of Support. Through team meetings, benchmark assessments, ELD Folders, SST meetings, GATE Meetings, and other	

assessments and protocols WISH teachers meet the needs of each individual student.

assessments and protocols WISH teachers meet the needs of each individual student.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$259,397	\$0	\$0
Source	Other State Revenues		
Budget Reference	Certificated Salaries; School Psychologist, School Counselor, Speech & Language Therapist, Occupational Therapist		
Amount	\$0	\$43,000	\$0
Source		LCFF	
Budget Reference		Services and Other Operating Expenses; Planet Bravo - Technology Instruction	; N/A
Amount	\$0	\$293,226	\$0
Source		Other State Revenues	
Budget Reference		Certificated Salaries; SPED Teachers	
Amount	\$0	\$110,617	\$0
Source		Other Federal Funds	
Budget Reference		Certificated Salaries; SPED Teachers	
Amount	\$0	\$42,404	\$0
Source		LCFF	
Budget Reference		Certificated Salaries; Psychologist	; NA
Amount	\$0	\$36,277	\$0
Source		Other Local Revenues	
Budget Reference		Certificated Salaries; Psychologist	; NA
Amount	\$0	\$54,689	\$0
Source		LCFF	
Budget Reference		Certificated Salaries; 85% Counselor	; NA
Amount	\$0	\$5,000	\$0
Source		LCFF	
Budget Reference		Services and Other Operating Expenses; Physical Therapy	; NA
Amount	\$0	\$70,650	\$0
Source		LCFF	
Budget Reference		Certificated Salaries; Occupational Therapist	; NA
Amount	\$0	\$41,005	\$0
Source		LCFF	
Budget Reference		Certificated Salaries;	

		Speech Pathologist	
Amount	\$0	\$38,825	\$0
Source		Other State Revenues	
Budget Reference		Certificated Salaries; Speech Pathologist	; NA
Amount	\$0	\$607,024	\$0
Source		LCFF	
Budget Reference		Classified Salaries; Paraprofessionals	; NA
Amount	\$0	\$74,083	\$0
Source		LCFF	
Budget Reference		Certificated Salaries; Board Certified Behavioral Analyst	; NA
Amount	\$0	\$133,090 (repeat expenditure)	\$0
Source		LCFF	
Budget Reference		Certificated Salaries; 10 Days Teacher PD	; NA

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action

Additional adult support and intervention services for students including counseling/psycho-social support, afterschool tutoring and enrichment programs are provided for each student that is identified as having a need in these area.	Additional adult support and intervention services for students including counseling/psycho-social support, afterschool tutoring and enrichment programs are provided for each student that is identified as having a need in these area.	
---	---	--

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$30,000	\$0	\$0
Source	LCFF		

Budget Reference	Certificated Salaries; (School Psychologist, School Counselor, Speech & Language Therapist, Occupational Therapist)		
Amount	\$15,978	\$6,267	\$0
Source	LCFF	LCFF	
Budget Reference	Books and Supplies; Achieve 3000, MobyMax	Books and Supplies; Achieve 3000, MobyMax	; NA
Amount	\$0	\$9,651	\$0
Source		LCFF	
Budget Reference		Certificated Salaries; 15% Counselor Time	; NA
Amount	\$0	\$18,929	\$0
Source		LCFF	
Budget Reference		Classified Salaries; 3% Para time	; NA
Amount	\$0	\$6,599	\$0
Source		LCFF	
Budget Reference		Employee Benefits; Benefits for Counselor, Para Time	

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	New Action	Action
n/a	In order to significantly improve growth and achievement for unduplicated students, WISH is implementing a balanced literacy intervention program to establish a coordinated and sustained focus on literacy embedded within a rigorous general education curriculum.	

Budgeted Expenditures

2017-18	2018-19	2019-20

Amount	\$0	\$50,000	\$0
Source		LCFF	
Budget Reference		Certificated Salaries	; N/A
Amount	\$0	\$5,000	\$0
Source		LCFF	
Budget Reference		Classified Salaries	; NA
Amount	\$0	\$4,000	\$0
Source		LCFF	
Budget Reference		Books and Supplies	
Amount	\$0	\$4,000	\$0
Source		LCFF	
Budget Reference		Services and Other Operating Expenses	; NA
Amount	\$0	\$14,925	\$0
Source		LCFF	
Budget Reference		Employee Benefits	
Amount	\$0	\$19,500	\$0
Source		LCFF	
Budget Reference		Services and Other Operating Expenses; Rent for 2 classrooms	

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 5

EL students will advance at least one grade level on the CELDT (or other available external and internal assessments) each year and WISHs reclassification rate will meet or exceed the Districts rate; ELs will meet annual AMAOs.

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement
Local Priorities:

Identified Need:

To increase number of English Learners (EL) demonstrating EL proficiency and the number reclassified as Fluent English Proficient.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
EL students will advance at least one grade level on internal assessment	All EL students demonstrated at least one year of growth	EL students will demonstrate at least one year of growth	EL students will demonstrate at least one year of growth	EL students will demonstrate at least one year of growth
Reclassification rate will meet or exceed the districts rate	Reclassification rate meets or exceeds the districts rate	meet or exceed the districts rate	meet or exceed the districts rate	meet or exceed the districts rate

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
---	---	---

Unchanged Action	Unchanged Action	Action
<p>Implement WISHs English Learner Master Plan as adopted from LAUSD. Provide highly qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs. Provide new teachers support specifically relating to ELs. Continue professional development activities started this school year focused on CCSS implementation with ELs. EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom. Re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers. Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments (ELDRA).</p>	<p>Implement WISHs English Learner Master Plan as adopted from LAUSD. Provide highly qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs. Provide new teachers support specifically relating to ELs. Continue professional development activities started this school year focused on CCSS implementation with ELs. EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom. Re-designated ELs will continue to be supported via a multi- Page 40 of 52 tiered system including support for struggling readers. Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments (ELDRA).</p>	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$500	\$0	\$0
Source	LCFF		
Budget Reference	Certificated Salaries; EL Coordinator Stipend	;	;
		NA	NA
Amount	\$0	\$6,737	\$0
Source		LCFF	
Budget Reference		Certificated Salaries; ELD Coordinator (10% role)	;
			NA
Amount	\$35,000	\$0	\$0
Source	LCFF		
Budget Reference	Books and Supplies	;	;
		NA	NA

Amount	\$0	\$1,872	\$0
Source		LCFF	
Budget Reference		Employee Benefits; Benefits	

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 6

School will continue to maintain a high ADA rate.

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement
Local Priorities:

Identified Need:

To maintain strong average daily attendance (ADA) rates that support student learning

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Illuminate attendance report	School currently has a rate of >96%	School will maintain an ADA rate of >95%	School will maintain an ADA rate of >95%	School will maintain an ADA rate of >95%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Action
The attendance coordinator will continue to monitor student attendance and communicate with families. Parent outreach and communication will continue to stress the importance of attendance and arriving at school on time each day. A daily robocall will be implemented for all students that are absent at 9:30am. 4 levels of	The attendance coordinator will continue to monitor student attendance and communicate with families. Parent outreach and communication will continue to stress the importance of attendance and arriving at school on time each day. A daily robocall will be implemented for all students that are absent at 9:30am. 4 levels of truancy letters	

truancy letters with varying degrees of action will be mailed to parents of habitually truant students.

with varying degrees of action will be mailed to parents of habitually truant students.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$94,952	\$42,202	\$0
Source	LCFF	LCFF	
Budget Reference	Classified Salaries; Office Manager Salaries	Classified Salaries; Attendance Coordinator	; NA

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 7

School will continue to maintain low < 1% suspension and expulsion rates.

School will reduce bullying through consistent implementation of the Schoolwide Discipline Policy and Positive Behavioral Support Policies

State and/or Local Priorities Addressed by this goal:

State Priorities: 6. School climate
Local Priorities:

Identified Need:

To reduce the number of student suspensions and expulsions, reduce bullying, and increase sense of connectedness to the school by students, families, and the school community.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Monthly suspension reports	School suspension and expulsion rate is < 1%	School suspension and expulsion rate is < 1%	School suspension and expulsion rate is < 1%	School suspension and expulsion rate is < 1%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

2018-19

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Select from New Action, Modified Action, or Unchanged Action:

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action	Unchanged Action	Action
The School will update the website with information and resources on bullying, and provide workshops educating stakeholders on the definition of bullying and strategies for preventing it. Furthermore, District staff will develop and maintain web presence for understanding and responding to bullying. Teachers will receive support and training in best practices around the new digital citizenship curriculum and implement the curriculum in Year 1. The School will hold parent workshops on digital citizenship to promote a safe environment for all students. The School will provide training and support for Advisory and other non-scholastic support for students. The School will support site-based student clubs.	The School will update the website with information and resources on bullying, and provide workshops educating stakeholders on the definition of bullying and strategies for preventing it. Furthermore, school staff will develop and maintain web presence for understanding and responding to bullying. Teachers will receive support and training in best practices around the new digital citizenship curriculum and implement the curriculum in Year 1. The School will hold parent workshops on digital citizenship to promote a safe environment for all students. The School will provide training and support for Advisory and other non-scholastic support for students. The School will support site-based student clubs.	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference		; No additional cost	; NA

(Select from New Goal, Modified Goal, or Unchanged Goal)

Goal 8	Unchanged Goal
	Every student at WISH receives high quality technology instruction, PE, Art, Music, and Horticulture at least once a week. Students in grades 3-6 participate in intensive in-school and out of school field trips to augment their learning program. In addition, all students have access to afterschool enrichment programs that include Lego Robotics, a myriad of sports, and Botball. As part of our whole scholar approach to education, all students, including all unduplicated students and students with exceptional needs, will have access to academic and educational enrichment programs as outlined in the schools charter.

State and/or Local Priorities Addressed by this goal:

State Priorities: 7. Course access
Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Satisfaction surveys from students, parents, and teachers administered twice per year	Not implemented twice a year currently.	Satisfaction surveys regarding whole scholar approach will exceed 80% meet or exceeds stakeholder expectations.	Satisfaction surveys regarding whole scholar approach will exceed 80% meet or exceeds stakeholder expectations.	Satisfaction surveys regarding whole scholar approach will exceed 80% meet or exceeds stakeholder expectations.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

(Select from All, Students with Disabilities, or Specific Student Groups)

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Action
As stated above, provide highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. Provide students with an array of learning (as described in the schools charter) in science, technology, arts, music, and PE	As stated above, provide highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. Provide students with an array of learning (as described in the schools charter) in science, technology, arts, music, and PE	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$2,297,056	\$0	\$0
Source	LCFF		
Budget Reference	Certificated Salaries; Teacher Salaries	; NA	; NA
Amount	\$0	\$1,707,240	\$0
Source		LCFF	
Budget Reference		Certificated Salaries; Classroom Teacher Salaries (does not include SPED, STEM, Art, Music, PE, Electives, Balanced Literacy)	; NA
Amount	\$0	\$317,359	\$0
Source		LCFF	
Budget Reference		Certificated Salaries; STEM, PE, Art, Music, Electives	; NA
Amount	\$0	\$47,951	\$0
Source		LCFF	
Budget Reference		Classified Salaries; Music	

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Action
Students who qualify for low income supports will continue to have access to an array of learning experiences both in-school and on after school learning excursions (including scholarships for Walk Through-Intensive Field Trips, Retreats, sports teams, robotics teams, and any other WISH affiliated learning activity).	Students who qualify for low income supports will continue to have access to an array of learning experiences both in-school and on after school learning excursions (including scholarships for Walk Through-Intensive Field Trips, Retreats, sports teams, robotics teams, and any other WISH affiliated learning activity).	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$27,157	\$0	\$0
Source	LCFF		
Budget Reference	Certificated Salaries; Teacher Salaries	; NA	; NA
Amount	\$0	\$25,000	\$0
Source		LCFF	
Budget Reference		Services and Other Operating Expenses; Field trips, sports, robotics, etc.	; NA

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds: Percentage to Increase or Improve Services:

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds [\(see instructions\)](#).

The following actions are being provided on a schoolwide basis but are principally directed to unduplicated pupils:

- Goal 3, Action 2
- Goal 4, Action 2
- Goal 4, Action 3
- Goal 5, Action 1
- Goal 8, Action 2

Due to our increased amount of staffing for the heterogeneous groups of students we serve in each class several of our services are provided on an LEA-wide basis as we have an inclusive model and our unduplicated pupils are in every class. The special education director, WEB instructors, counselors, additional paraprofessionals, and additional clerical staff are able to focus their attention on low income students, English learners, and foster youth. In addition, some blended learning programs including Achieve3000, Mobymax, and WEB supports are designed specifically to support low income, foster youth, and English learners as they provide modeling, reteaching, and dynamic displays allowing for the students to learn at their just right level. These programs and social emotional supports are also used schoolwide because they have been proven to also support highly gifted students, student who are identified as at risk for school failure, students who may present as typical but have learning gaps.

Expenditure Summary

Expenditures by Budget Category

Budget Category	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual	2018	2019
All Budget Categories	\$3,227,360	\$3,090,418	\$4,244,772	\$0
1000-1999 Certificated Salaries	2,614,110	2,548,713	2,852,763	0
2000-2999 Classified Salaries	127,952	134,748	746,306	0
3000-3999 Employee Benefits	0	0	23,396	0
4000-4999 Books and Supplies	50,978	24,991	10,267	0
5000-5999 Services and Other Operating Expenses	434,320	381,966	612,040	0

Expenditures by Funding Source

Funding Source	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual	2018	2019
All Funding Sources	\$3,227,360	\$3,090,418	\$4,244,772	\$0
Other State Revenues	259,397	262,272	332,051	0
Other Federal Funds	0	0	110,617	0
Other Local Revenues	0	0	36,277	0
LCFF Base/Not Contributing to Increased or Improved Services	2,859,328	2,781,108	3,593,347	0
LCFF S & C/Contributing to Increased or Improved Services	108,635	47,038	172,480	0

Expenditures by Budget Category and Funding Source

Budget Category	Funding Source	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual	2018	2019
All Budget Categories	All Funding Sources	\$3,227,360	\$3,090,418	\$4,244,772	\$0
1000-1999 Certificated Salaries	Other State Revenues	259,397	262,272	332,051	0
1000-1999 Certificated Salaries	Other Federal Funds	0	0	110,617	0
1000-1999 Certificated Salaries	Other Local Revenues	0	0	36,277	0
1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	2,297,056	2,255,941	2,307,430	0
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	57,657	30,500	66,388	0
2000-2999 Classified Salaries	LCFF Base/Not Contributing to Increased or Improved Services	127,952	134,748	722,377	0
2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	0	0	23,929	0
3000-3999 Employee Benefits	LCFF S & C/Contributing to Increased or Improved Services	0	0	23,396	0

4000-4999 Books and Supplies	LCFF Base/Not Contributing to Increased or Improved Services	0	8,453	0	0
4000-4999 Books and Supplies	LCFF S & C/Contributing to Increased or Improved Services	50,978	16,538	10,267	0
5000-5999 Services and Other Operating Expenses	LCFF Base/Not Contributing to Increased or Improved Services	434,320	381,966	563,540	0
5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	0	0	48,500	0

Expenditures by Goal and Funding Source

Funding Source

2018

2019

All students, including all unduplicated students and students with exceptional needs, will have access to standards-aligned (including Common Core) materials and additional instructional materials as outlined in our charter petition: WISH will fully implement the Common Core in Math by 2014-15 and ELA by 2015-16. WISH will begin to transition to NGSS in the 2016-17 school year and complete the transition by end of 2017-18 school year

Teachers will participate in ongoing professional development on the implementation of Common Core, NGSS and new state assessments, with a particular focus on serving WISHs unduplicated students and students with special needs.

All Funding Sources	\$10,000	\$0
LCFF Base/Not Contributing to Increased or Improved Services	10,000	0

School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists with > 90% of items in compliance or good standing.

All Funding Sources	\$508,541	\$0
LCFF Base/Not Contributing to Increased or Improved Services	508,541	0

Parent involvement will continue to be a cornerstone of WISHs school operations, with parent representatives on the Board of Directors, WCA Governance Council, and WCA School Site Council, volunteering at school and engaged via frequent and myriad home-school communications.

All Funding Sources	\$22,199	\$0
LCFF Base/Not Contributing to Increased or Improved Services	22,199	0

All students, including all unduplicated students and students with exceptional needs, will meet or exceed targets for growth once set by the State on the CAASPP (and comparable assessments for students with special needs) in the areas of English Language Arts/Literacy and Mathematics and demonstrate growth as individual students.

All Funding Sources	\$1,555,671	\$0
Other State Revenues	332,051	0
Other Federal Funds	110,617	0
Other Local Revenues	36,277	0
LCFF Base/Not Contributing to Increased or Improved Services	937,855	0
LCFF S & C/Contributing to Increased or Improved Services	138,871	0

EL students will advance at least one grade level on the CELDT (or other available external and internal assessments) each year and WISHs reclassification rate will meet or exceed the Districts rate; ELs will meet annual AMAOs.

All Funding Sources	\$8,609	\$0
LCFF S & C/Contributing to Increased or Improved Services	8,609	0

School will continue to maintain a high ADA rate.

All Funding Sources	\$42,202	\$0
LCFF Base/Not Contributing to Increased or Improved Services	42,202	0

School will continue to maintain low < 1% suspension and expulsion rates.

School will reduce bullying through consistent implementation of the Schoolwide Discipline Policy and Positive Behavioral Support Policies

All Funding Sources	\$0	\$0
---------------------	-----	-----

Every student at WISH receives high quality technology instruction, PE, Art, Music, and Horticulture at least once a week. Students in grades 3-6 participate in intensive in-school and out of school field trips to augment their learning program. In addition, all students have access to afterschool enrichment programs that include Lego Robotics, a myriad of sports, and Botball. As part of our whole scholar approach to education, all students, including all unduplicated students and students with exceptional needs, will have access to academic and educational enrichment programs as outlined in the schools charter.

All Funding Sources	\$2,097,550	\$0
LCFF Base/Not Contributing to Increased or Improved Services	2,072,550	0
LCFF S & C/Contributing to Increased or Improved Services	25,000	0

Annual Update Expenditures by Goal and Funding Source

Funding Source	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual
----------------	--------------------------------------	---

All students, including all unduplicated students and students with exceptional needs, will have access to standards-aligned (including Common Core) materials and additional instructional materials as outlined in our charter petition: WISH will fully implement the Common Core in Math by 2014-15 and ELA by 2015-16. WISH will begin to transition to NGSS in the 2016-17 school year and complete the transition by end of 2017-18 school year. Teachers will participate in ongoing professional development on the implementation of Common Core, NGSS and new state assessments, with a particular focus on serving WISHs unduplicated students and students with special needs.

All Funding Sources	\$38,300	\$36,090
LCFF Base/Not Contributing to Increased or Improved Services	38,300	36,090

School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists with > 90% of items in compliance or good standing.

All Funding Sources	\$414,697	\$404,450
LCFF Base/Not Contributing to Increased or Improved Services	414,697	404,450

Parent involvement will continue to be a cornerstone of WISH's school operations, with parent representatives on the Board of Directors, WCA Governance Council, and WCA School Site Council, volunteering at school and engaged via frequent and myriad home-school communications.

All Funding Sources	\$14,323	\$10,805
LCFF Base/Not Contributing to Increased or Improved Services	14,323	10,805

All students, including all unduplicated students and students with exceptional needs will meet or exceed the performance level of adjacent schools in the areas of English Language Arts/Literacy and Mathematics.

All Funding Sources	\$305,375	\$298,539
Other State Revenues	259,397	262,272
LCFF S & C/Contributing to Increased or Improved Services	45,978	36,267

EL students will advance at least one grade level on the CELDT (or other available external and internal assessments) each year and WISHs reclassification rate will meet or exceed the Districts rate; ELs will meet annual AMAOs.

All Funding Sources	\$35,500	\$10,771
LCFF S & C/Contributing to Increased or Improved Services	35,500	10,771

School will continue to maintain a high ADA rate

All Funding Sources	\$94,952	\$43,520
LCFF Base/Not Contributing to Increased or Improved Services	94,952	43,520

WISH will continue to maintain low <1% suspension and expulsion rates. Will reduce bullying through consistent implementation of the schoolwide discipline policy and positive behavioral support policies.

All Funding Sources	\$0	\$0
---------------------	-----	-----

Every student at WISH receives high quality technology instruction, PE, Art, Music, and horticulture at least once a week. Students in grades 3-8 participate in intensive in school and out of school field trips to augment their learning program. In addition, all students have access to afterschool enrichment programs that include Lego Robotics, sports, and Botball. As part of our whole scholar approach to education, all students, including all unduplicated students and students with exceptional needs, will have access to academic and educational enrichment programs as outlined in the schools charter.

All Funding Sources	\$2,324,213	\$2,286,243
LCFF Base/Not Contributing to Increased or Improved Services	2,297,056	2,286,243
LCFF S & C/Contributing to Increased or Improved Services	27,157	0

© 2018 - Los Angeles County Office of Education - Technology Services Division - All Rights Reserved

view_plan.tt 01/31/2018 13:48:33