

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2018-19

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 Academy High

Contact Name and Title

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2017-20 Plan Summary

The Story

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

WISH Academy High School will serve as a small high school that will model best practices for inclusive education, university partnerships, and a constructivist, interdisciplinary approach to instruction that leverages technology in a rigorous college-preparatory curriculum.

All students will graduate as collaborative, informed, resourceful and reflective individuals who are college-ready, career-prepared, and community-minded. Through a culture of high expectations for all, students will grow in knowledge and wisdom, develop new skills, and form safe and strong relationships with teachers, peers, parents, and the community.

Based on the success of our K-6 and 7-8 schools, WISH HS will emphasize family collaboration and individualized support for all students to become caring, confident learners in a compassionate learning community that respects and values different interests, abilities, learning styles, ethnicities, and cultural backgrounds.

We will maximize every individual's learning potential within an atmosphere of caring and belonging grounded in the Common Core State Standards.

Our school will foster key academic, social, and ethical skills (teaching kids to do the right thing even when no one is looking) and attitudes that can only be developed when students with various abilities, needs, and backgrounds learn together.

Our vision is for an inclusive and accessible learning community where all students, parents, and staff appreciate and value diversity and where all students will receive individualized supports that will prepare them for successful lives.

Based on the belief that important academic, social and ethical skills and attitudes are developed when students with various abilities, needs and backgrounds learn together, our program will focus on improving scholarship and social awareness in the community-at-large, as well as prevent future learning and social problems for a wide spectrum of students; including those with disabilities, those whose families are challenged socio-economically and those with diverse family dynamics.

LCAP Highlights

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

All core classroom teachers will hold a valid CA Teaching Credential; all teachers will be appropriately assigned.

- All students will have access to standards-aligned materials and additional instructional materials.
- School facilities will be clean and maintained in good repair.
- School will fully implement CCSS in ELA, Math, Social Studies, and NGSS.
- Parent involvement is 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 students will meet or exceed targets for growth.
- WISH will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education.
- EL students will advance at least one level on the CELDT/ELPAC each year and will meet or exceed the Districts reclassification rate and ELs will meet Annual Measurable Achievement Objectives (AMAOs).
- WISH will realize annual increases in the numbers of students passing AP exams (or similar measures) with a score of 3 or higher (or their equivalent).
- Maintain a high ADA rate and limit chronic absenteeism.
- Prevent dropouts by ensuring all students have access to the curriculum, parents are engaged and there are significant wrap-around supports for students at-risk of dropping out.
- Maintain high graduation rates with a goal of reaching 95% graduation rate.
- Maintain a low-suspension rate.
- Maintain a low-expulsion rate.
- School will engage parents and students in decision-making and provide programs and resources that support families and enhance the school community.
- All students will have access to academic and educational enrichment programs as outlined in the school's charter.
- Students with IEPs will excel in an inclusive, supportive learning environment and become prepared for post-secondary school and/or meaningful careers.

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

At the beginning of the year we had 33% of our school-wide population meeting or exceeding standards and we were able to double that with 68% meeting or exceeding by the end of the school year. In addition, we started with 18% of students exceeding grade-level standards and we more than doubled that by the end of the school year, hitting 49% exceeding proficiency, demonstrating a 23% growth. We reduced the % of students not meeting standards at the beginning of the year to the end of the year by 17%, with only 20% of students not meeting standards. 100% of English Learners not meeting standards at the beginning of the year and 40% are now meeting ELA targets.

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

Although the growth data shows incredible progress in our first year, some scholars have not met standards and are not proficient at this time. For English Learners, we have provided a targeted advisory group to support with literacy, reading comprehension, vocabulary practice, and increased use of Achieve 3000 to support reading strategies. We also hosted parent education evening with translators assisting in Amharic. For our SED scholars, we have communicated regularly with families about attendance, grades, educational opportunities, opened office hours earlier to allow for more time accessible support for scholars, and have offered supplies and funded educational field trips for those who could not afford it otherwise. For our scholars with disabilities, we have implemented the academic reporting system so families and advisors can support regularly with academic achievement, we have developed the ACE program to work on organization, study skills, and 21st-century skills to support them in Exhibitions, Presentations of Learning, homework, and classwork. We use Achieve 3000 to provide lower lexile level articles that are on grade level content. We have held regularly individual family meetings coordinated by the Education Specialist and held PD to support with special education strategies to support learning.

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

There is not any California data to determine this in quantitative form at the moment.

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

For English Learners, we will continue to provide a targeted advisory group to support with literacy, reading comprehension, vocabulary practice, and increase the use of Achieve 3000 to support reading strategies. We will also host parent education evenings with translators assisting in Amharic. For our SED scholars, will continue to communicate regularly with families about attendance, grades, educational opportunities, open office hours earlier to allow for more time accessible support for scholars, and will continue to offer supplies and fund educational field trips for those who cannot afford it otherwise.

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	\$2,029,204
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$1,290,335

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 Academy High School FY18-19 Budget includes funding for employee benefits, school leadership, consultants (back office, legal, audit, etc.), school start up and general supply and operating expenses.

Total Projected LCFF Revenues for LCAP Year	\$1,677,131
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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 core classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing, including appropriate SpEd and EL authorizations; all teachers will be appropriately assigned.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>2017-18 100% of classroom teachers will hold a valid CA Teaching Credential and be appropriately assigned.</p>	<p>100% of classroom teachers hold a valid CA Teaching Credential and are appropriately assigned.</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>Offer competitive salaries to attract and recruit highly qualified and experienced teachers. Ensure verification of proper credentials prior to start of employment.</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 positions were filled with highly qualified and experienced teachers with verified credentials.</p>	<p>Teacher Salaries - 1000-1999 Certificated Salaries - LCFF: \$377,098</p>	<p>Teacher Salaries - 1000-1999 Certificated Salaries - LCFF: \$301,382</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.

100% of teachers hold a valid CA Teaching Credential in the subject they are teaching

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

100% effective

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Teacher salaries were less than budgeted due to the need to hire fewer teachers due to lower enrollment.

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.

No changes

Goal 2

All students, including statistically significant student subgroups, unduplicated students with exceptional needs (including foster youth), will have access to standards-aligned (including Common Core) materials and additional instructional materials as outlined in the charter petition.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 7. Course access
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Annual SARC Process	2017-18 100% for grade 9	100% for grade 9

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>Purchase Common Core-aligned texts and instructional materials (including online curriculum) for all grade levels after careful review by staff and stakeholder input.</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>After careful review by staff and stakeholder input, Common Core-aligned texts and instructional materials (including online curriculum) were purchased for 9th Grade.</p>	<p>4110 & 4210 - 4000-4999 Books and Supplies - Other Federal Funds: \$48,750</p>	<p>4110 & 4210 - 4000-4999 Books and Supplies - Other Federal Funds: \$169,999</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 materials for Grade 9 were purchased.

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

100% Effective

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Wish Academy invested in more curriculum for their start up year.

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.

No changes

Goal 3

School facilities will be clean and maintained in good repair.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Office Support Staff completes 2017-18 Daily Inspection Sheets two times a day. All facilities clean and in working order > 90% compliance/good standing two times a day.</p>	<p>All facilities clean and in working order > 90% compliance/good standing two times a day.</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>Risk management site inspections of campus by property and liability carrier. Correct all areas identified in need of repair or replacement.</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>Site inspections and OEHS inspections occurred and the district followed up on all necessary repairs.</p>	<p>Prop 39 - 5000-5999 Services and Other Operating Expenses - LCFF: \$78,295</p> <p>General Insurance - 5000-5999 Services and Other Operating Expenses - LCFF: \$18,750</p> <p>Vendor Repairs - 5000-5999 Services and Other Operating Expenses - LCFF: \$4,000</p> <p>Site Support Staff - 2000-2999 Classified Salaries - LCFF: \$6,000</p>	<p>Prop 39 - 5000-5999 Services and Other Operating Expenses - LCFF: \$78,295</p> <p>General Insurance - 5000-5999 Services and Other Operating Expenses - LCFF: \$9,092</p> <p>Vendor Repairs - 5000-5999 Services and Other Operating Expenses - LCFF: \$0</p> <p>Site Support taff - 2000-2999 Classified Salaries - LCFF: \$0</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.

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.

There were no vendor repairs or site support expenses due to the Prop 39 location.

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.

No changes

Goal 4

School will fully implement CCSS in ELA, Math, Social Studies, and NGSS for all students, including all student subgroups, unduplicated students and students with exceptional needs

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 7. Course access
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Documentation of teacher participation in CCSS-aligned professional development; implementation of CCSS-aligned curriculum	2017-18 100% math and ELA Common Core Implementation for 9th grades	100% math and ELA Common Core Implementation for 9th grades

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>Faculty will utilize Common Core-aligned texts and instructional materials to design curriculum and pacing guides that include opportunities for students to engage in critical thinking tasks and differentiated instruction as they master State content standards. Teachers will participate in summer and ongoing professional development on the implementation of CCSS and new CCSSaligned assessments</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>Common Core-aligned texts and instructional materials were used to design curriculum and pacing guides that include opportunities for students to engage in critical thinking tasks and differentiated instruction as they master State content standards. Teachers participated in summer and ongoing professional development on the implementation of CCSS and new CCSS aligned assessments</p>	See Goal 1, Action 1 - LCFF: \$0	See Goal 1, Action 1 - LCFF: \$0

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.

CCSS in ELA, Math, Social Studies, and NGSS have been fully implemented for 9th grade.

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

Common Core-aligned texts and instructional materials were used to design curriculum and pacing guides that include opportunities for students to engage in critical thinking tasks and differentiated instruction as they master State content standards. Teachers participated in summer and ongoing professional development on the implementation of CCSS and new CCSS aligned assessments

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

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 5

Parent involvement will be a cornerstone of WISHs school operations, with parent representatives on the Board of Directors, WISH Community Association (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
Documentation of parent meeting 2017-18 attendance and agendas; results of surveys	At least 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 or more parents will serve on the WCA Governance Council and 3 parents will lead the WCA School Site Council, at least one will be a parent of a child with a disability. Parent satisfaction rates, based on annual surveys, will be > 85%.	Approximately 95% of parents attend at least two events each year; 95%+ attended both Exhibitions, 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%

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>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</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>Parents received 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. School Site Council were elected and trained on using Emma, Illuminate, and other communications tools. Parents are strongly encouraged to attend twice annual parent-teacher conferences. All parents are encouraged to run for elected positions on the Board of Directors and SSC and to attend meetings of these groups.</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$5,000</p>	<p>Illuminate - 5000-5999 Services and Other Operating Expenses - LCFF: \$1,540</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.

Parents received 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. School Site Council were elected and trained on using Emma, Illuminate, and other communications tools. Parents are strongly encouraged to attend twice annual parent-teacher conferences. All parents are encouraged to run for elected positions on the Board of Directors and SSC and to attend meetings of these groups.

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.

Actions were implemented at a lower cost.

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

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.

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
CAASP	2017-18 N/A - no CAASPP testing until 2019-20	N/A - no CAASPP testing until 2019-20

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>Provide highly qualified educational support personnel (Assistive Technology Personnel, Visual Impairment Specialist, SpEd teachers, Psychologist, Counselor, Physical 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. Provide 15 days of professional development, on-site staff meetings, and classroom-embedded Page 20 of 37 professional development to support tiered intervention, in addition to regular teacher collaboration time to improve and support student achievement and college-readiness. Provide intervention, support and additional resources for instructional staff to continuously monitor student achievement using MultiTiered Systems of Support (team meetings, benchmark assessments, ELD Folders, SST meetings, GATE Meetings, and other assessments and protocols). Provide additional adult support and intervention services for students including counseling or psycho-social support, afterschool tutoring and enrichment programs will be provided for each student that is identified as having a need in these areas.</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 (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 students including counseling/psychosocial support, afterschool tutoring and enrichment programs are provided for each student that is identified as having a need in these area.</p>	<p>5000-5999 Services and Other Operating Expenses - Other State Revenues: \$75,000 1000-1999 Certificated Salaries - LCFF: \$65,000</p>	<p>Contracted Special ED - 5000-5999 Services and Other Operating Expenses - Other State Revenues: \$8,459 Object 1200 - 1000-1999 Certificated Salaries - LCFF: \$74,809</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.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Due to lower enrollment, there was less need for contracted SPED support.

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

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:

Annual Measurable Outcomes

	Expected	Actual
CELDT or other available external assessments; ELD Folders	2017-18 Meet or exceed the Districts EL reclassification rate; meet or exceed annual AMAOs.	Met the Districts EL reclassification rate; met annual AMAOs.

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>Implement the LAUSD English Learner Master Plan. Provide highly qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs. Provide New teacher assistance and support (BTSA), specifically relating to ELs. Provide professional development activities focused on CCSS implementation with ELs. EL students will have additional support in gaining CCSS -aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction. 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.</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>WISHs English Learner Master Plan as adopted from LAUSD was implemented. Highly qualified and experienced teachers with appropriate EL authorization who continuously monitored instruction and achievement of ELs. New teacher support specifically relating to ELs was provided. 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>5000-5999 Services and Other Operating Expenses - LCFF: \$3,600</p> <p>LAT Committee Stipend - 1000-1999 Certificated Salaries - LCFF: \$500</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$3,600</p> <p>LAT Committee Stipend - 1000-1999 Certificated Salaries - LCFF: \$500</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.

WISHs English Learner Master Plan as adopted from LAUSD was implemented. Highly qualified and experienced teachers with appropriate EL authorization continuously monitored instruction and achievement of ELs. New teacher support specifically relating to ELs was provided. 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).

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

The actions were effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

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

WISH will realize annual increases in the numbers of students passing AP exams (or similar measures) with a score of 3 or higher (or their equivalent).

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
AP exam scores; transcripts	2017-18 No AP classes (9th grade only)	No AP classes (9th grade only)

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>Teachers will attend appropriate training for AP.</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>Teachers will start attending in 2018-19</p>	<p>PD - 5000-5999 Services and Other Operating Expenses - Other Federal Funds: \$3,000</p>	<p>PD - 5000-5999 Services and Other Operating Expenses - Other Federal Funds: \$2,225</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.

n/a will start in 2018-19

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

n/a will start in 2018-19

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

n/a will start in 2018-19

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.

n/a will start in 2018-19

Goal 9

Maintain a high ADA rate, and limit chronic absenteeism.

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
ADA Rate	2017-18 ADA rate is > 95%	Actual ADA rate is 95.2%

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 office manager will monitor student attendance and communicate with families. Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day. Truancy letters will be sent on schedule.</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 office manager monitors student attendance and communicates with families. Parent outreach and communications stress 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 are mailed to parents of habitually truant students. Attendance is part of the students' citizenship grades.</p>	<p>Office Manager - 2000-2999 Classified Salaries - LCFF: \$55,000</p>	<p>Office Manager - 2000-2999 Classified Salaries - LCFF: \$60,591</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.

The office manager monitors student attendance and communicates with families. Parent outreach and communications stress 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 are mailed to parents of habitually truant students. Attendance is part of the students' citizenship grades.

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

These actions have been effective as evidenced by our 95% or greater attendance rate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Office manager's salary is more than originally budgeted

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 10

Prevent dropouts by ensuring all students have access to the curriculum, parents are engaged and there are significant wrap-around supports for students at-risk of dropping out.

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement; 8. Other pupil outcomes
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
ADA rates; dropout rates	2017-18 The dropout rate will be equal to, or less than, that of comparison schools.	Dropout rate is 0

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 office manager will monitor student attendance and communicate with families. Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day. 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>The office manager monitored student attendance and communicated with families. Parent outreach and communications was conducted to stress the importance of attendance and arriving at school on time each day. The School provided training and support for Advisory and other non-scholastic support for students. The School supported site-based student clubs.</p>	See Goal 9, Action 1: \$0	See Goal 9, Action 1: \$0

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 office manager monitored student attendance and communicated with families. Parent outreach and communications was conducted to stress the importance of attendance and arriving at school on time each day. The School provided training and support for Advisory and other non-scholastic support for students. The School supported site-based student clubs.

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

Actions were successful as demonstrated by the 0 dropout rate

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

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 11

Maintain high graduation rates with a goal of reaching 95% graduation rate.

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement

Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Graduation rates	2017-18 n/a (9th grade only)	n/a (9th grade only)

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:</p> <p>The school will provide training and support for Advisory and other non-scholastic support for students. The students will receive support site-based clubs. The students will participate in a check in meeting with the school counselor to complete a graduation plan. The graduation plan will be reviewed with the student and a certificated staff member once a semester. All graduation plans will be signed by the students parent. Follow up 1:1. Meetings will be required for all students and their parents who are at risk of not graduating.</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:</p> <p>The school provided training and support for Advisory and other non-scholastic support for students. The students participated in a check in meeting with the school counselor to complete a graduation plan. The school ran credit recovery classes over the summer break to ensure no-one fell behind in their A-G requirements</p>	<p>See Goal 6, Action 1: \$0</p>	<p>See Goal 6, Action 1: \$0</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.

The school provided training and support for Advisory and other non-scholastic support for students. The students participated in a check in meeting with the school counselor to complete a graduation plan. The school ran credit recovery classes over the summer break to ensure no-one fell behind in their A-G requirements

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

All students are currently on track to graduate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

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 12

WISH Academy will maintain low suspension and expulsion rates and 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:

Annual Measurable Outcomes

	Expected	Actual
Student suspension rate; student 2017-18 expulsion rate	Both suspension and expulsion rates will be less than 1%	Both suspension and expulsion rates are less than 1%

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>Teachers will receive support and training in best practices regarding positive behavioral support, classroom management and crisis intervention. The school will provide training and support for Advisory and other non-scholastic support for students. The school will implement schoolwide positive behavior support systems including, Check In Check Out System, Restorative Justice Practices, and Parent Check Ins 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>Teachers received support and training in best practices regarding positive behavioral support, classroom management and crisis intervention. The school provided training and support for Advisory and other non-scholastic support for students. The school implemented schoolwide positive behavior support systems including, Check In Check Out System, Restorative Justice Practices, and Parent Check Ins The School supported site-based student clubs.</p>	<p>RULER Program - 5000-5999 Services and Other Operating Expenses - LCFF: \$10,000</p>	<p>RULER Program - 5000-5999 Services and Other Operating Expenses - Other Local Revenues: \$6,748</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.

Teachers received support and training in best practices regarding positive behavioral support, classroom management and crisis intervention. The school provided training and support for Advisory and other non-scholastic support for students. The school implemented schoolwide positive behavior support systems including, Check In Check Out System, Restorative Justice Practices, and Parent Check Ins The School supported site-based student clubs.

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

Effective as evidenced by the low suspension and zero expulsion rate

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Expenditures were slightly less than budgeted due to conservative projections

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 13

School will engage parents and students in decision-making and provide programs and resources that support families and enhance the school community.

State and/or Local Priorities Addressed by this goal:

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

Annual Measurable Outcomes

	Expected	Actual
Stakeholder Surveys	2017-18 Achieve >85% positive results on Annual Stakeholder Satisfaction Surveys	Achieved >85% positive results on Annual Stakeholder Satisfaction Surveys

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>Parents will complete stakeholder surveys that embody the mission, vision, and tenets of the high school to determine school climate.</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>Parents completed stakeholder surveys.</p>	<p>General Supply Expenses - not tracked: \$0</p>	<p>General Supply Expenses - not tracked: \$0</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.

Parents completed stakeholder surveys.

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.

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 14

All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), 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:

Annual Measurable Outcomes

	Expected	Actual
Teacher Lesson Plans; SARC; WASC Accreditation Review	2017-18 100% of students will participate in engaging electives.	100% of students participated in engaging electives.

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>School will ensure course offerings include a wide variety of enrichment opportunities and college-preparatory arts and technology courses.</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>School offered a wide variety of enrichment opportunities and college-preparatory arts and technology courses, including Business, Financial Literacy, Human Geography, Choir, Public Art, Sports Statistics.</p>	See Goal 1, Action 1: \$0	See Goal 1, Action 1: \$0

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.

School offered a wide variety of enrichment opportunities and college-preparatory arts and technology courses, including Business, Financial Literacy, Human Geography, Choir, Public Art, Sports Statistics.

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

Students were engaged and challenged by their enrichment classes

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

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 15

Students with IEPs will excel in an inclusive, supportive learning environment and become prepared for post-secondary school and/or meaningful careers.

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement; 8. Other pupil outcomes
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Student folders/report cards.	2017-18 100% of students with IEPs will meet the annual goals stated in their IEPs	100% of students with IEPs are making progress towards their annual goals as stated in their IEPs

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>Provide differentiated instruction, depth and complexity for all students. Provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, SST meetings, and other assessments and protocols. Provide additional support and intervention services for students including counseling/psycho-social support, afterschool tutoring and enrichments.</p>	<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>Provided differentiated instruction, depth and complexity for all students. Provided technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, SST meetings, and other assessments and protocols. Provided additional support and intervention services for students including counseling/psycho-social support, afterschool tutoring and enrichments.</p>	<p>Paraprofessional Salaries - 2000-2999 Classified Salaries - LCFF: \$77,128</p>	<p>Paraprofessional Salaries - 2000-2999 Classified Salaries - LCFF: \$64,399</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.

Provided differentiated instruction, depth and complexity for all students. Provided technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, SST meetings, and other assessments and protocols. Provided additional support and intervention services for students including counseling/psycho-social support, afterschool tutoring and enrichments.

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

All actions and services were effective and contributed towards the achievement of this goal.

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

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

Parent, Student and Staff Surveys:

- 4/23/18

Staff Meetings:

- 9/5/17
- 12/5/17
- 3/6/18
- 4/17/18
- 5/22/18

Board Meetings:

- 9/14/17
- 5/11/18
- 6/27/18

Impact on LCAP and Annual Update

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

Input received through these interactions have been incorporated into this plan to establish priorities which best reflect and meet the needs of the school community.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEAs goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 1

All core classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing, including appropriate SpEd and EL authorizations; all teachers will be appropriately assigned.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic
Local Priorities:

Identified Need:

To ensure all students are instructed by teachers who are fully credentialed and highly qualified as per ESSA

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teacher Credentials	Establish benchmark	100%	100%	100%

Planned Actions / Services

Complete a copy of the following table for each of the LEAs 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

Offer competitive salaries to attract and recruit highly qualified and experienced teachers. Ensure verification of proper credentials prior to start of employment.

2018-19

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

Unchanged Action

Offer competitive salaries to attract and recruit highly qualified and experienced teachers. Ensure verification of proper credentials prior to start of employment.

2019-20

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

Unchanged Action

Offer competitive salaries to attract and recruit highly qualified and experienced teachers. Ensure verification of proper credentials prior to start of employment.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$377,098	\$662,076	\$0
Source	LCFF	LCFF	
Budget Reference	Certificated Salaries	Certificated Salaries	

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

Unchanged Goal

Goal 2

All students, including statistically significant student subgroups, unduplicated students with exceptional needs (including foster youth), will have access to standards-aligned (including Common Core) materials and additional instructional materials as outlined in the charter petition.

**State and/or Local
Priorities Addressed
by this goal:**

State Priorities: 1. Basic; 4. Pupil achievement
Local Priorities:

Identified Need:

To provide access to standards-aligned Instructional materials in ELA, Math and NGSS.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual SARC Process	Establish benchmark	100% for grade 9	100% for grades 9 & 10	100% for grades 9, 10 & 11

Planned Actions / Services

Complete a copy of the following table for each of the LEAs 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

Purchase Common Core-aligned texts and instructional materials (including online curriculum) for all grade levels after careful review by staff and stakeholder input.

2018-19

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

Unchanged Action

Purchase Common Core-aligned texts and instructional materials (including online curriculum) for all grade levels after careful review by staff and stakeholder input.

2019-20

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

Unchanged Action

Purchase Common Core-aligned texts and instructional materials (including online curriculum) for all grade levels after careful review by staff and stakeholder input.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$48,750	\$28,750	\$0
Source	Other State Revenues	Other State Revenues	
Budget Reference	Books and Supplies; Object 4110 & 4210	Books and Supplies; Object 4110 & 4210	

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

Unchanged Goal

Goal 3

School facilities will be clean and maintained in good repair.

**State and/or Local
Priorities Addressed
by this goal:**

State Priorities: 1. Basic; 6. School climate
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.	n/a	All facilities clean and in working order > 90% compliance/good standing two times a day.	All facilities clean and in working order > 90% compliance/good standing two times a day.	All facilities clean and in working order > 90% compliance/good standing two times a day.

Planned Actions / Services

Complete a copy of the following table for each of the LEAs 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)

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

Risk management site inspections of campus by property and liability carrier. Correct all areas identified in need of repair or replacement.

2018-19

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

Unchanged Action

Risk management site inspections of campus by property and liability carrier. Correct all areas identified in need of repair or replacement.

2019-20

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

Unchanged Action

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	\$78,295	\$115,509	\$0
Source	LCFF	LCFF	
Budget Reference	Services and Other Operating Expenses; Prop 39 Rent	Services and Other Operating Expenses; Prop 39 Rent	
Amount	\$18,750	\$12,729	\$0
Source	LCFF	LCFF	
Budget Reference	Services and Other Operating Expenses; General Insurance	Services and Other Operating Expenses; General Insurance	

Amount	\$4,000	\$4,080	\$0
Source	LCFF	LCFF	
Budget Reference	Services and Other Operating Expenses; Vendor Repairs Budget	Services and Other Operating Expenses; Vendor Repairs Budget	
Amount	\$6,000	\$0	\$0
Source	LCFF	LCFF	
Budget Reference	Classified Salaries; Site Support Staff	Classified Salaries; Site Support Staff	

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

Unchanged Goal

Goal 4

School will fully implement CCSS in ELA, Math, Social Studies, and NGSS for all students, including all student subgroups, unduplicated students and students with exceptional needs.

State and/or Local Priorities Addressed by this goal:

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

Identified Need:

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

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	n/a	100% math and ELA Common Core Implementation for 9th grades	100% math and ELA Common Core Implementation for 9th & 10th grades	100% math and ELA Common Core Implementation for 9th, 10th & 11th grades

Planned Actions / Services

Complete a copy of the following table for each of the LEAs 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

Faculty will utilize Common Core-aligned texts and instructional materials to design curriculum and pacing guides that include opportunities for students to engage in critical thinking tasks and differentiated instruction as they master State content standards. Teachers will participate in summer and ongoing professional development on the implementation of CCSS and new CCSS-aligned assessments.

2018-19

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

Unchanged Action

Faculty will utilize Common Core-aligned texts and instructional materials to design curriculum and pacing guides that include opportunities for students to engage in critical thinking tasks and differentiated instruction as they master State content standards. Teachers will participate in summer and ongoing professional development on the implementation of CCSS and new CCSS-aligned assessments.

2019-20

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

Unchanged Action

Faculty will utilize Common Core-aligned texts and instructional materials to design curriculum and pacing guides that include opportunities for students to engage in critical thinking tasks and differentiated instruction as they master State content standards. Teachers will participate in summer and ongoing professional development on the implementation of CCSS and new CCSS-aligned assessments.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	LCFF	LCFF	
Budget Reference	Certificated Salaries; Goal 1, Action 1	Certificated Salaries; Goal 1, Action 1	

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

Modified Goal

Goal 5

Parent involvement will be a cornerstone of WISHs school operations, with parent representatives on the Board of Directors, WISH Community Association (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:

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 meeting attendance and agendas; results of surveys	At least 85% of parents will attend at least two school events each year; 95% will attend parent-teacher conferences. Three or more parents will serve on the WCA Governance Council and 3 parents will lead the WCA School Site Council, at least one will be a parent of a child with a disability. Parent satisfaction rates, based on annual surveys, will be > 85%.	At least 85% of parents will attend at least two school events each year; 95% will attend parent-teacher conferences. Three or more parents will serve on the WCA Governance Council and 3 parents will lead the WCA School Site Council, at least one will be a parent of a child with a disability. Parent satisfaction rates, based on annual surveys, will be > 85%.	At least 85% of parents will attend at least two school events each year; 95% will attend parent-teacher conferences. Three or more parents will serve on the WCA Governance Council and 3 parents will lead the WCA School Site Council, at least one will be a parent of a child with a disability. Parent satisfaction rates, based on annual surveys, will be > 85%.	At least 85% of parents will attend at least two school events each year; 95% will attend parent-teacher conferences. Three or more parents will serve on the WCA Governance Council and 3 parents will lead the WCA School Site Council, at least one will be a parent of a child with a disability. Parent satisfaction rates, based on annual surveys, will be > 85%.

Planned Actions / Services

Complete a copy of the following table for each of the LEAs 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

Parents will receive 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. School Site Council (SSC) 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 SSC and to attend meetings of these groups.

2018-19

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

Unchanged Action

Parents will receive 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. School Site Council (SSC) 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 SSC and to attend meetings of these groups.

2019-20

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

Unchanged Action

Parents will receive 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. School Site Council (SSC) 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 SSC and to attend meetings of these groups.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$0
Source	LCFF	LCFF	

Budget
Reference

Services and Other Operating Expenses

Services and Other Operating Expenses

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:

Action	New Action	New Action
n/a	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)

Unchanged Goal

Goal 6

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.

**State and/or Local
Priorities Addressed
by this goal:**

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

Identified Need:

To ensure all students meet or exceed targets for growth on Statewide Assessments once set by the State and to ensure growth over time when students are compared to themselves.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASP	n/a	n/a	n/a	Establish benchmark with first class of 11th graders on CAASPP.

Planned Actions / Services

Complete a copy of the following table for each of the LEAs 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	Unchanged Action
Provide highly qualified educational support personnel (Assistive Technology Personnel, Visual Impairment Specialist, SpEd teachers, Psychologist, Counselor, Physical 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. Provide 15 days of professional development, on-site staff meetings, and classroom-embedded Page 20 of 37 professional development to support tiered intervention, in addition to regular teacher collaboration time to improve and support student achievement and college-readiness. Provide intervention, support and additional resources for instructional staff to continuously monitor student achievement using Multi-Tiered Systems of Support (team meetings, benchmark assessments, ELD Folders, SST meetings, GATE Meetings, and other assessments and protocols). Provide additional adult support and intervention services for	Provide highly qualified educational support personnel (Assistive Technology Personnel, Visual Impairment Specialist, SpEd teachers, Psychologist, Counselor, Physical 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. Provide 15 days of professional development, on-site staff meetings, and classroom-embedded Page 20 of 37 professional development to support tiered intervention, in addition to regular teacher collaboration time to improve and support student achievement and college-readiness. Provide intervention, support and additional resources for instructional staff to continuously monitor student achievement using Multi-Tiered Systems of Support (team meetings, benchmark assessments, ELD Folders, SST meetings, GATE Meetings, and other assessments and protocols). Provide additional adult support and intervention services for	Provide highly qualified educational support personnel (Assistive Technology Personnel, Visual Impairment Specialist, SpEd teachers, Psychologist, Counselor, Physical 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. Provide 15 days of professional development, on-site staff meetings, and classroom-embedded Page 20 of 37 professional development to support tiered intervention, in addition to regular teacher collaboration time to improve and support student achievement and college-readiness. Provide intervention, support and additional resources for instructional staff to continuously monitor student achievement using Multi-Tiered Systems of Support (team meetings, benchmark assessments, ELD Folders, SST meetings, GATE Meetings, and other assessments and protocols). Provide additional adult support and intervention services for

students including counseling or psycho-social support, afterschool tutoring and enrichment programs will be provided for each student that is identified as having a need in these areas.

students including counseling or psycho-social support, afterschool tutoring and enrichment programs will be provided for each student that is identified as having a need in these areas.

students including counseling or psycho-social support, afterschool tutoring and enrichment programs will be provided for each student that is identified as having a need in these areas.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$75,000	\$75,000	\$0
Source	Other State Revenues	Other State Revenues	
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	
Amount	\$65,000	\$65,000	\$0
Source	LCFF	LCFF	
Budget Reference	Certificated Salaries	Certificated Salaries	

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

Unchanged Goal

Goal 7

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
CELDT or other available external assessments; ELD Folders	Meet or exceed the Districts EL reclassification rate; meet or exceed annual AMAOs	Meet or exceed the Districts EL reclassification rate; meet or exceed annual AMAOs	Achieve similar or higher rate of EL growth on the CELDT/ELPAC each year. Meet or exceed the Districts EL reclassification rate; meet or exceed annual AMAOs.	Achieve similar or higher rate of EL growth on the CELDT/ELPAC each year. Meet or exceed the Districts EL reclassification rate; meet or exceed annual AMAOs.

Planned Actions / Services

Complete a copy of the following table for each of the LEAs 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:

Implement the LAUSD English Learner Master Plan. Provide highly qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs. Provide New teacher assistance and support (BTSA), specifically relating to ELs. Provide professional development activities focused on CCSS implementation with ELs. EL students will have additional support in gaining CCSS -aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction. 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.

2018-19

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

Implement the LAUSD English Learner Master Plan. Provide highly qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs. Provide New teacher assistance and support (BTSA), specifically relating to ELs. Provide professional development activities focused on CCSS implementation with ELs. EL students will have additional support in gaining CCSS -aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction. 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.

2019-20

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

Implement the LAUSD English Learner Master Plan. Provide highly qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs. Provide New teacher assistance and support (BTSA), specifically relating to ELs. Provide professional development activities focused on CCSS implementation with ELs. EL students will have additional support in gaining CCSS -aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction. 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.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$3,600	\$3,600	\$3,600
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Clear Credential Reimbursement Program	Services and Other Operating Expenses; Clear Credential Reimbursement Program	Services and Other Operating Expenses; Clear Credential Reimbursement Program
Amount	\$500	\$500	\$0
Source	LCFF	LCFF	
Budget Reference	Certificated Salaries; LAT Committee Stipend	Certificated Salaries; LAT Committee Stipend	

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

Unchanged Goal

Goal 8

WISH will realize annual increases in the numbers of students passing AP exams (or similar measures) with a score of 3 or higher (or their equivalent).

**State and/or Local
Priorities Addressed
by this goal:**

State Priorities: 4. Pupil achievement
Local Priorities:

Identified Need:

College readiness

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
AP exam scores; transcripts.	n/a	No AP classes (9th grade only)	No AP classes (9th & 10th grade only)	1st AP (or similar) classes offered; Meet or exceed the Districts AP test passing average

Planned Actions / Services

Complete a copy of the following table for each of the LEAs 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

Teachers will attend appropriate training for AP.

2018-19

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

Unchanged Action

Teachers will attend appropriate training for AP.

2019-20

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

Unchanged Action

Teachers will attend appropriate training for AP.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$3,000	\$3,000	\$0
Source	Other Federal Funds	Other Federal Funds	
Budget Reference	Services and Other Operating Expenses; PD	Services and Other Operating Expenses; PD	

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

Unchanged Goal

Goal 9

Maintain a high ADA rate, and limit chronic absenteeism.

**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
ADA Rate	n/a	ADA rate is > 95%	ADA rate is > 95%	ADA rate is > 95%

Planned Actions / Services

Complete a copy of the following table for each of the LEAs 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

The office manager will monitor student attendance and communicate with families. Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day. Truancy letters will be sent on schedule.

2018-19

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

Unchanged Action

The office manager will monitor student attendance and communicate with families. Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day. Truancy letters will be sent on schedule.

2019-20

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

Unchanged Action

The office manager will monitor student attendance and communicate with families. Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day. Truancy letters will be sent on schedule.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$55,000	\$63,000	\$0
Source	LCFF	LCFF	
Budget Reference	Classified Salaries; Office Manager	Classified Salaries; Office Manager	

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

Modified Goal

Goal 10

Prevent dropouts by ensuring all students have access to the curriculum, parents are engaged and there are significant wrap-around supports for students at-risk of dropping out.

**State and/or Local
Priorities Addressed
by this goal:**

State Priorities: 5. Pupil engagement
Local Priorities:

Identified Need:

To prevent at risk and other students from dropping out

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ADA rates; dropout rates	The dropout rate will be equal to, or less than, that of comparison schools.	The dropout rate will be equal to, or less than, that of comparison schools.	The dropout rate will be equal to, or less than, that of comparison schools.	The dropout rate will be equal to, or less than, that of comparison schools.

Planned Actions / Services

Complete a copy of the following table for each of the LEAs 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

The office manager will monitor student attendance and communicate with families. Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day. The School will provide training and support for Advisory and other non-scholastic support for students. The School will support site-based student clubs.

2018-19

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

Unchanged Action

The office manager will monitor student attendance and communicate with families. Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day. The School will provide training and support for Advisory and other non-scholastic support for students. The School will support site-based student clubs.

2019-20

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

Unchanged Action

The office manager will monitor student attendance and communicate with families. Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day. 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	; See Goal 9, Action 1	; See Goal 9, Action 1	

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:

Action
n/a

2018-19

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

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

2019-20

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

New Action
Additional adult support and intervention services for students including counseling/psychosocial 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	\$0	\$95,138	\$0
Source		LCFF	
Budget Reference		Certificated Salaries; Certified Pupil Support	

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

Unchanged Goal

Goal 11

Maintain high graduation rates with a goal of reaching 95% graduation rate.

**State and/or Local
Priorities Addressed
by this goal:**

State Priorities: 5. Pupil engagement
Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Graduation rates	n/a	n/a - 9th grade only	n/a - 9th & 10th grades only	n/a - 9th, 10th & 11th grades only

Planned Actions / Services

Complete a copy of the following table for each of the LEAs 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

The school will provide training and support for Advisory and other non-scholastic support for students. The students will receive support site-based clubs. The students will participate in a check in meeting with the school counselor to complete a graduation plan. The graduation plan will be reviewed with the student and a certificated staff member once a semester. All graduation plans will be signed by the students parent. Follow up 1:1 meetings will be required for all students and their parents who are at risk of not graduating.

2018-19

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

Unchanged Action

The school will provide training and support for Advisory and other non-scholastic support for students. The students will receive support site-based clubs. The students will participate in a check in meeting with the school counselor to complete a graduation plan. The graduation plan will be reviewed with the student and a certificated staff member once a semester. All graduation plans will be signed by the students parent. Follow up 1:1 meetings will be required for all students and their parents who are at risk of not graduating.

2019-20

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

Unchanged Action

The school will provide training and support for Advisory and other non-scholastic support for students. The students will receive support site-based clubs. The students will participate in a check in meeting with the school counselor to complete a graduation plan. The graduation plan will be reviewed with the student and a certificated staff member once a semester. All graduation plans will be signed by the students parent. Follow up 1:1 meetings will be required for all students and their parents who are at risk of not graduating.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			

Budget
Reference

;
See Goal 6, Action 1

;
See Goal 6, Action 1

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

Unchanged Goal

Goal 12

WISH Academy will maintain low suspension and expulsion rates and 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 number of student suspensions and expulsions, reduce bullying, and increase sense of connectedness to school by students, families and school community.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student suspension rate; student expulsion rate	n/a	Both suspension and expulsion rates will be less than 1%	Both suspension and expulsion rates will be less than 1%	Both suspension and expulsion rates will be less than 1%

Planned Actions / Services

Complete a copy of the following table for each of the LEAs 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

Teachers will receive support and training in best practices regarding positive behavioral support, classroom management and crisis intervention. The school will provide training and support for Advisory and other non-scholastic support for students. The school will implement schoolwide positive behavior support systems including, Check In Check Out System, Restorative Justice Practices, and Parent Check Ins The School will support site-based student clubs.

2018-19

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

Unchanged Action

Teachers will receive support and training in best practices regarding positive behavioral support, classroom management and crisis intervention. The school will provide training and support for Advisory and other non-scholastic support for students. The school will implement schoolwide positive behavior support systems including, Check In Check Out System, Restorative Justice Practices, and Parent Check Ins The School will support site-based student clubs.

2019-20

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

Unchanged Action

Teachers will receive support and training in best practices regarding positive behavioral support, classroom management and crisis intervention. The school will provide training and support for Advisory and other non-scholastic support for students. The school will implement schoolwide positive behavior support systems including, Check In Check Out System, Restorative Justice Practices, and Parent Check Ins The School will support site-based student clubs.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$10,000	\$10,000	\$0
Source	LCFF	LCFF	
Budget Reference	Services and Other Operating Expenses; RULER Program	Services and Other Operating Expenses; RULER Program	

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

Unchanged Goal

Goal 13

School will engage parents and students in decision-making and provide programs and resources that support families and enhance the school community.

**State and/or Local
Priorities Addressed
by this goal:**

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

Identified Need:

To increase parent engagement

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Stakeholder Surveys.	n/a	Achieve >85% positive results on Annual Stakeholder Satisfaction Surveys	Achieve >85% positive results on Annual Stakeholder Satisfaction Surveys	Achieve >85% positive results on Annual Stakeholder Satisfaction Surveys

Planned Actions / Services

Complete a copy of the following table for each of the LEAs 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

Parents will complete stakeholder surveys that embody the mission, vision, and tenets of the high school to determine school climate.

2018-19

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

Unchanged Action

Parents will complete stakeholder surveys that embody the mission, vision, and tenets of the high school to determine school climate.

2019-20

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

Unchanged Action

Parents will complete stakeholder surveys that embody the mission, vision, and tenets of the high school to determine school climate.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference	; General Supply expenses--not tracked	; General Supply expenses--not tracked	

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

Modified Goal

Goal 14

All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), 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:

To provide access to a broad course of study.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teacher Lesson Plans; SARC; WASC Accreditation Review	n/a	100% of students will participate in engaging electives.	100% of students will participate in engaging electives.	100% of students will participate in engaging electives.

Planned Actions / Services

Complete a copy of the following table for each of the LEAs 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

School will ensure course offerings include a wide variety of enrichment opportunities and college-preparatory arts and technology courses.

2018-19

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

Unchanged Action

School will ensure course offerings include a wide variety of enrichment opportunities and college-preparatory arts and technology courses.

2019-20

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

Unchanged Action

School will ensure course offerings include a wide variety of enrichment opportunities and college-preparatory arts and technology courses.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference	; See Goal 1, Action 1	; See Goal 1, Action 1	

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)

Foster Youth, 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:

New 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 Field Trips, Retreats, sports teams, robotics teams, and any other WISH affiliated learning activity).

2018-19

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

New 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 Field Trips, Retreats, sports teams, robotics teams, and any other WISH affiliated learning activity).

2019-20

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

New 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 Field Trips, Retreats, sports teams, robotics teams, and any other WISH affiliated learning activity).

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$13,922	\$0
Source		LCFF	
Budget Reference		Services and Other Operating Expenses; Field Trips	

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

Modified Goal

Goal 15

Students with IEPs will excel in an inclusive, supportive learning environment and become prepared for post-secondary school and/or meaningful careers.

**State and/or Local
Priorities Addressed
by this goal:**

State Priorities: 8. Other pupil outcomes
Local Priorities:

Identified Need:

To provide students with IEPs an inclusive, supportive learning environment.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student folders/report cards.	n/a	95-100% of students with IEPs will meet the annual goals stated in their IEPs	95-100% of students with IEPs will meet the annual goals stated in their IEPs	95-100% of students with IEPs will meet the annual goals stated in their IEPs

Planned Actions / Services

Complete a copy of the following table for each of the LEAs 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

Provide differentiated instruction, depth and complexity for all students. Provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, SST meetings, and other assessments and protocols. Provide additional support and intervention services for students including counseling/psycho-social support, afterschool tutoring and enrichments.

2018-19

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

Unchanged Action

Provide differentiated instruction, depth and complexity for all students. Provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, SST meetings, and other assessments and protocols. Provide additional support and intervention services for students including counseling/psycho-social support, afterschool tutoring and enrichments.

2019-20

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

Unchanged Action

Provide differentiated instruction, depth and complexity for all students. Provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, SST meetings, and other assessments and protocols. Provide additional support and intervention services for students including counseling/psycho-social support, afterschool tutoring and enrichments.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$77,128	\$133,031	\$0
Source	LCFF	LCFF	
Budget Reference	Classified Salaries; Paraprofessional Salaries	Classified Salaries; Paraprofessional Salaries	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds:

\$136,160

Percentage to Increase or Improve Services:

8.84%

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 school-wide basis but are principally directed to unduplicated pupils:

Goal 5, Action 2

Goal 7, Action 1

Goal 10, Action 2

Goal 14, Action 2

In addition, due to our inclusive model, we have increased amount of staffing and services in each class and our unduplicated pupils are in every class. The special education director, LINK instructors, counselors, additional paraprofessionals, and additional clerical staff work alongside our teachers with groups of students, giving teachers more time to focus their attention on low income students, English learners, and foster youth. Also, some blended learning programs including Achieve3000, Mobymax, and LINK 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 school-wide because they have been proven to also support highly gifted students, students who are identified as at risk for school failure, and students who may present as typical but have learning gaps. We estimate that our model of providing additional staffing, wrap-around supports, and services to all students gives our high need students at least 10-15% more 1:1 instructional time.

Expenditure Summary

Expenditures by Budget Category				
Budget Category	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual	2018	2019
All Budget Categories	\$827,121	\$781,639	\$1,290,335	\$3,600
1000-1999 Certificated Salaries	442,598	376,691	822,714	0
2000-2999 Classified Salaries	138,128	124,990	196,031	0
4000-4999 Books and Supplies	48,750	169,999	28,750	0
5000-5999 Services and Other Operating Expenses	197,645	109,959	242,840	3,600

Expenditures by Funding Source				
Funding Source	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual	2018	2019
All Funding Sources	\$827,121	\$781,639	\$1,290,335	\$3,600
Other State Revenues	75,000	8,459	103,750	0
Other Federal Funds	51,750	172,224	3,000	0
Other Local Revenues	0	6,748	0	0
LCFF Base/Not Contributing to Increased or Improved Services	700,371	594,208	1,070,425	0
LCFF S & C/Contributing to Increased or Improved Services	0	0	113,160	3,600

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	\$827,121	\$781,639	\$1,290,335	\$3,600
1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	442,598	376,691	727,076	0
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	0	0	95,638	0
2000-2999 Classified Salaries	LCFF Base/Not Contributing to Increased or Improved Services	138,128	124,990	196,031	0
4000-4999 Books and Supplies	Other State Revenues	0	0	28,750	0
4000-4999 Books and Supplies	Other Federal Funds	48,750	169,999	0	0
5000-5999 Services and Other Operating Expenses	Other State Revenues	75,000	8,459	75,000	0
5000-5999 Services and Other Operating Expenses	Other Federal Funds	3,000	2,225	3,000	0

5000-5999 Services and Other Operating Expenses	Other Local Revenues	0	6,748	0	0
5000-5999 Services and Other Operating Expenses	LCFF Base/Not Contributing to Increased or Improved Services	119,645	92,527	147,318	0
5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	0	0	17,522	3,600

Expenditures by Goal and Funding Source

Funding Source	2018	2019
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All core classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing, including appropriate SpEd and EL authorizations; all teachers will be appropriately assigned.

All Funding Sources	\$662,076	\$0
LCFF Base/Not Contributing to Increased or Improved Services	662,076	0

All students, including statistically significant student subgroups, unduplicated students with exceptional needs (including foster youth), will have access to standards-aligned (including Common Core) materials and additional instructional materials as outlined in the charter petition.

All Funding Sources	\$28,750	\$0
Other State Revenues	28,750	0

School facilities will be clean and maintained in good repair.

All Funding Sources	\$132,318	\$0
LCFF Base/Not Contributing to Increased or Improved Services	132,318	0

School will fully implement CCSS in ELA, Math, Social Studies, and NGSS for all students, including all student subgroups, unduplicated students and students with exceptional needs.

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

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

All Funding Sources	\$5,000	\$0
LCFF Base/Not Contributing to Increased or Improved Services	5,000	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.

All Funding Sources	\$140,000	\$0
Other State Revenues	75,000	0
LCFF Base/Not Contributing to Increased or Improved Services	65,000	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	\$4,100	\$3,600
LCFF S & C/Contributing to Increased or Improved Services	4,100	3,600

WISH will realize annual increases in the numbers of students passing AP exams (or similar measures) with a score of 3 or higher (or their equivalent).

All Funding Sources	\$3,000	\$0
Other Federal Funds	3,000	0

Maintain a high ADA rate, and limit chronic absenteeism.

All Funding Sources	\$63,000	\$0
LCFF Base/Not Contributing to Increased or Improved Services	63,000	0

Prevent dropouts by ensuring all students have access to the curriculum, parents are engaged and there are significant wrap-around supports for students at-risk of dropping out.

All Funding Sources	\$95,138	\$0
LCFF S & C/Contributing to Increased or Improved Services	95,138	0

Maintain high graduation rates with a goal of reaching 95% graduation rate.

All Funding Sources	\$0	\$0
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WISH Academy will maintain low suspension and expulsion rates and will reduce bullying through consistent implementation of the Schoolwide Discipline Policy and Positive Behavioral Support Policies.

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

School will engage parents and students in decision-making and provide programs and resources that support families and enhance the school community.

All Funding Sources	\$0	\$0
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All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will have access to academic and educational enrichment programs as outlined in the schools charter.

All Funding Sources	\$13,922	\$0
LCFF S & C/Contributing to Increased or Improved Services	13,922	0

Students with IEPs will excel in an inclusive, supportive learning environment and become prepared for post-secondary school and/or meaningful careers.

All Funding Sources	\$133,031	\$0
LCFF Base/Not Contributing to Increased or Improved Services	133,031	0

Annual Update Expenditures by Goal and Funding Source

Funding Source	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual
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All core classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing, including appropriate SpEd and EL authorizations; all teachers will be appropriately assigned.

All Funding Sources	\$377,098	\$301,382
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LCFF Base/Not Contributing to Increased or Improved Services	377,098	301,382
All students, including statistically significant student subgroups, unduplicated students with exceptional needs (including foster youth), will have access to standards-aligned (including Common Core) materials and additional instructional materials as outlined in the charter petition.		
All Funding Sources	\$48,750	\$169,999
Other Federal Funds	48,750	169,999
School facilities will be clean and maintained in good repair.		
All Funding Sources	\$107,045	\$87,387
LCFF Base/Not Contributing to Increased or Improved Services	107,045	87,387
School will fully implement CCSS in ELA, Math, Social Studies, and NGSS for all students, including all student subgroups, unduplicated students and students with exceptional needs		
All Funding Sources	\$0	\$0
Parent involvement will be a cornerstone of WISHs school operations, with parent representatives on the Board of Directors, WISH Community Association (WCA) Governance Council, and WCA School Site Council, volunteering at school and engaged via frequent and myriad home-school communications.		
All Funding Sources	\$5,000	\$1,540
LCFF Base/Not Contributing to Increased or Improved Services	5,000	1,540
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.		
All Funding Sources	\$140,000	\$83,268
Other State Revenues	75,000	8,459
LCFF Base/Not Contributing to Increased or Improved Services	65,000	74,809
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	\$4,100	\$4,100
LCFF Base/Not Contributing to Increased or Improved Services	4,100	4,100
WISH will realize annual increases in the numbers of students passing AP exams (or similar measures) with a score of 3 or higher (or their equivalent).		
All Funding Sources	\$3,000	\$2,225
Other Federal Funds	3,000	2,225
Maintain a high ADA rate, and limit chronic absenteeism.		
All Funding Sources	\$55,000	\$60,591
LCFF Base/Not Contributing to Increased or Improved Services	55,000	60,591
Prevent dropouts by ensuring all students have access to the curriculum, parents are engaged and there are significant wrap-around supports for students at-risk of dropping out.		
All Funding Sources	\$0	\$0
Maintain high graduation rates with a goal of reaching 95% graduation rate.		
All Funding Sources	\$0	\$0

WISH Academy will maintain low suspension and expulsion rates and will reduce bullying through consistent implementation of the Schoolwide Discipline Policy and Positive Behavioral Support Policies.

All Funding Sources	\$10,000	\$6,748
Other Local Revenues	0	6,748
LCFF Base/Not Contributing to Increased or Improved Services	10,000	0

School will engage parents and students in decision-making and provide programs and resources that support families and enhance the school community.

All Funding Sources	\$0	\$0
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All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will have access to academic and educational enrichment programs as outlined in the schools charter.

All Funding Sources	\$0	\$0
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Students with IEPs will excel in an inclusive, supportive learning environment and become prepared for post-secondary school and/or meaningful careers.

All Funding Sources	\$77,128	\$64,399
LCFF Base/Not Contributing to Increased or Improved Services	77,128	64,399

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