

LCAP Year 2017–18 2018–19 2019–20

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 School		
Contact Name and Title	Shawna Draxton	Email and Phone	sdraxton@wishcharter.org 310-642-9474

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Westside Innovative School House Charter 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 socioeconomically 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

Not applicable. WISH Academy is scheduled to open in August 2017.

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

Not applicable. WISH Academy is scheduled to open in August 2017.v

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

Not applicable. WISH Academy is scheduled to open in August 2017.

INCREASED OR IMPROVED SERVICES

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.

Not applicable. WISH Academy is scheduled to open in August 2017.

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

\$1,676,381

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$670,871

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 FY17-18 Budget includes funding for employee benefits, school leadership, consultants (back office, legal, audit, etc.), school start up and general supply and operating expenses.

\$1,105,665

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: n/a

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

Not applicable. WISH Academy is scheduled to open in 2017.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

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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

Actions/Services

PLANNED

ACTUAL

Expenditures

BUDGETED

ESTIMATED ACTUAL

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.

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.

Stakeholder Engagement

LCAP Year 2017–18 2018–19 2019–20

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?

To develop this LCAP, WISH has engaged stakeholders, including those representing parents of English Language Learners, children with disabilities, and highly gifted children, which comprise the WISH High School Development Team (HSDT). WISH HSDT meetings have been held monthly for over a year and bi-monthly in the past 2 months. Other events during which the LCAP was discussed include Coffee with the Principal and WISH Community Association Leadership team, Parent Advocacy Committee meetings (open to all parents), parent conferences, and Community Education Evenings. WISH maintains a website that is continuously updated with information about the school's curriculum, student achievement and required reports (e.g., SARC, API score, Title III report, etc.) and information about California's transition to the Common Core. In addition, WISH Charter Schools current staff members have reviewed and discussed the changes to State funding and the corresponding LCAP plan and provided input regarding the priorities established by the state and how to best address these priorities at WISH through specific actions and budget allocations. Finally, the Board of Directors – which includes three elected parent representatives from the school – has played an active role in reviewing LCAP drafts and has offered input.

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 LEA's goals. Duplicate the table as needed.

New Modified Unchanged

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 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

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

PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Offer competitive salaries to attract and recruit highly qualified and experienced teachers. Ensure verification of proper credentials prior to start of employment.	Offer competitive salaries to attract and recruit highly qualified and experienced teachers. Ensure verification of proper credentials prior to start of employment.	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	Amount: \$675,973	Amount: 1,063,045
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: 1000-1999 – Certificated Salaries; Teacher salaries	Budget Reference: 1000-1999 – Certificated Salaries; Teacher salaries	Budget Reference: 1000-1999 – Certificated Salaries; Teacher salaries

New Modified Unchanged

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 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

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

Action 1

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools

Specific Schools: _____

Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
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	Amount:	Amount:
Source: Other Federal Funds	Source:	Source:
Budget Reference: 4000-4999 Books and Supplies; (Object 4110 & 4210)	Budget Reference:	Budget Reference:

New Modified Unchanged

Goal 3

School facilities will be clean and maintained in good repair.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL _____

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.

Action **1**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
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	Amount	Amount
Source LCFF	Source	Source

Budget Reference	5000-5999 Services and Other Operating Expenses; Prop 39 Rent	Budget Reference		Budget Reference	
Amount	\$18,750	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	5000-5999 Services and Other Operating Expenses; General Insurance	Budget Reference		Budget Reference	
Amount	\$4,000	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	5000-5999 Services and Other Operating Expenses; Vendor Repairs Budget	Budget Reference		Budget Reference	
Amount	\$6,000	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	2000-2999 Classified Salaries; Site Support Staff	Budget Reference		Budget Reference	

New
 Modified
 Unchanged

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 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

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 grades 9 & 10	100% math and ELA Common Core Implementation for grades 9, 10 & 11

Action **1**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
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	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	See Teacher Salaries, Goal 1, Action 1	Budget Reference		Budget Reference	

New
 Modified
 Unchanged

Goal 5

Parent involvement will be a cornerstone of WISH’s 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 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

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
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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, 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%.

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%.

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%.

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%.

Action **1**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
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.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$5,000	Amount:	Amount:
Source: LCFF	Source:	Source:
Budget Reference: 5000-5999 Services and Other Operating Expenses	Budget Reference:	Budget Reference:

New
 Modified
 Unchanged

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 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

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.

Action **1**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
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		

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.

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BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$75,000	Amount		Amount	
Source	Other State Revenue	Source		Source	
Budget Reference	5000-5999 Services and Other Operating Expenses	Budget Reference		Budget Reference	
Amount	\$65,000	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	1000-1999 Certificated Salaries; Counselor	Budget Reference		Budget Reference	

New
 Modified
 Unchanged

Goal 7

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

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 District's EL reclassification rate; meet or exceed annual AMAOs.	Meet or exceed the District's 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 District's 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 District's EL reclassification rate; meet or exceed annual AMAOs.

Action **1**

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

Students to be Served All Students with Disabilities [Specific Student Group(s): English Learners]

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

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.

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BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$3,600	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	5000-5999 Services and Other Operating Expense; Clear Credential Reimbursement Program	Budget Reference		Budget Reference	
Amount	\$500	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	1000-1999 Certificated Salaries; LAT Committee Stipend	Budget Reference		Budget Reference	

New Modified Unchanged

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 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

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 grades only)	1st AP (or similar) classes offered; Meet or exceed the District's AP test passing average

Action **1**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Teachers will attend appropriate training for AP.	Teachers will attend appropriate training for AP.	Teachers will attend appropriate training for AP.

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20
Amount: \$3,000	Amount:	Amount:
Source: Other Federal Funds	Source:	Source:
Budget Reference: 5000-5999 Services and Other Operating Expenses; PD	Budget Reference:	Budget Reference:

New Modified Unchanged

Goal 9

Maintain a high ADA rate, and limit chronic absenteeism.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

[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%

Action **1**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
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	Amount	Amount
Source LCFF	Source	Source
Budget Reference 2000-2999 Classified Salaries; Office Manager	Budget Reference	Budget Reference

New

Modified

Unchanged

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 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

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.

Action **1**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<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>		

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20
Amount: \$0	Amount:	Amount:
Source:	Source:	Source:
Budget Reference: See Goal 9, Action 1	Budget Reference:	Budget Reference:

New
 Modified
 Unchanged

Goal 11

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

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Graduation rates	n/a	n/a	n/a	n/a

Action **1**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<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</p>		

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	Amount:	Amount:
Source:	Source:	Source:
Budget Reference: See Goal 6, Action 1	Budget Reference:	Budget Reference:
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged		

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 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

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%

Action 1

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools

Specific Schools: _____

Specific Grade spans: _____

OR

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

Students to be Served

English Learners

Foster Youth

Low Income

Scope of Services

LEA-wide

Schoolwide

OR

Limited to Unduplicated Student Group(s)

Location(s)

All schools

Specific Schools: _____

Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

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

Amount

Amount

Source LCFF

Source

Source

Budget Reference 5000-5999 Services and Other Operating Expenses; RULER program

Budget Reference

Budget Reference

New Modified Unchanged

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 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

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

Action **1**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools

Specific Schools: _____

Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

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

Amount

Amount

Source

Source

Source

Budget Reference General Supply Expenses – not tracked

Budget Reference

Budget Reference

New Modified Unchanged

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 school's charter.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

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.

Action **1**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
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	Amount:	Amount:
Source:	Source:	Source:
Budget Reference: See Goal 1, Action 1	Budget Reference:	Budget Reference:

New

Modified

Unchanged

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 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

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	100% of students with IEPs will meet the annual goals stated in their IEPs	100% of students with IEPs will meet the annual goals stated in their IEPs	100% of students with IEPs will meet the annual goals stated in their IEPs

Action 1

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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, after-school tutoring and enrichments.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount
 Source
 Budget Reference

2018-19

Amount
 Source
 Budget Reference

2019-20

Amount
 Source
 Budget Reference

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$19,417

Percentage to Increase or Improve Services:

1.79 %

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

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

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

- Goal 7, Action 1
- Goal 10, Action 1
- Goal 12, Action 1
- Goal 14, Action 1

Due to our increased amount of staffing for the heterogeneous groups of students we serve in each class several of our services are provided on an LEA-wide basis as we have an inclusive model and our unduplicated pupils are in every class. The special education director, WEB instructors, counselors, additional paraprofessionals, and additional clerical staff are able to focus their attention on low income students, English learners, and foster youth.

In addition, some blended learning programs including Achieve3000, Mobymax, and WEB supports are designed specifically to support low income, foster youth, and English learners as they provide modeling, reteaching, and dynamic displays allowing for the students to learn at their just right level. These programs and social emotional supports are also used schoolwide because they have been proven to also support highly gifted students, student who are identified as at risk for school failure, students who may present as typical but have learning gaps.