

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)

[California School Dashboard](#): 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 serves as a small high school that models 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 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 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 WISH Community's TK-8 school, WISH HS continued to 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 maximize every individual's learning potential within an atmosphere of caring and belonging grounded in the Common Core State Standards.

Our school fosters 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 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 hold a valid CA Teaching Credential; all teachers will be appropriately assigned.
- All students have access to standards-aligned materials and additional instructional materials.
- School facilities are clean and maintained in good repair.
- School fully implements 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 work toward meeting or exceeding targets for growth.
- WISH will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education.
- EL students advanced at least one level on the CELDT/ELPAC each year and met 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.
- WISH engages 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 California School Dashboard, 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

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 California School Dashboard, 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 California School Dashboard, 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. The 2019-2020 school year will be the first year that we have students taking the CAASSP SBAC assessment.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

None

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

n/a

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

n/a

Annual Update

LCAP Year Reviewed: 2018-19

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
Teacher Credentials	2018-19 100%	100% of classroom teachers hold a valid CA Teaching Credential and are appropriately assigned.

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 qualified and teachers with verified credentials.</p>	<p>\$662,076 - LCFF - 1000-1999 Certificated Salaries</p>	<p>\$567,669 - LCFF - 1000-1999 Certificated Salaries</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 California School Dashboard, 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.

Less certificated staff were hired due to lower than budgeted enrollment, resulting in estimated actual expenditures being lower than budgeted expenditures for this action.

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 California School Dashboard, 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; 4. Pupil achievement
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Annual SARC Process	2018-19 100% for grades 9 & 10	100% for grades 9 & 10

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 faculty, staff and stakeholder input, Common Core-aligned texts and instructional materials (including online curriculum) were purchased for 9th & 10th Grades.</p>	<p>\$28,750 - Other State Revenues - 4000-4999 Books and Supplies - Object 4110 & 4210</p>	<p>\$9,934 - Other State Revenues - 4000-4999 Books and Supplies</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 California School Dashboard, as applicable.

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

All materials for 9th and 10th grades 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.

Less instructional materials were purchased due to lower than budgeted enrollment, resulting in estimated actual expenditures being lower than budgeted expenditures for this action.

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 California School Dashboard, 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; 6. School climate
Local Priorities:

Annual Measurable Outcomes

Expected

Actual

**Office Support Staff completes 2018-19
Daily Inspection Sheets 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.

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>\$115,509 - LCFF - 5000-5999 Services and Other Operating Expenses - Prop 39 Rent \$12,729 - LCFF - 5000-5999 Services and Other Operating Expenses - General Insurance \$4,080 - LCFF - 5000-5999 Services and Other Operating Expenses - Vendor Repairs Budget \$0 - LCFF - 2000-2999 Classified Salaries - Site Support Staff</p>	<p>\$114,995 - LCFF - 5000-5999 Services and Other Operating Expenses \$11,679 - LCFF - 5000-5999 Services and Other Operating Expenses \$100 - LCFF - 5000-5999 Services and Other Operating Expenses \$0 - LCFF - 2000-2999 Classified Salaries</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 California School Dashboard, 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.

Actual third-party vendor repairs were well under budget due to fewer than anticipated needs at the Academy campus. Additionally, the Academy is

co-located on a district site in which the significant portion of maintenance is included in shared cost fees.

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 California School Dashboard, 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; 8. Other pupil outcomes

Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Documentation of teacher participation in CCSS-aligned professional development; implementation of CCSS-aligned curriculum	2018-19 100% math and ELA Common Core Implementation for 9th & 10th grades	100% math and ELA Common Core Implementation for 9th and 10th 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 CCSS-aligned 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>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries - Goal 1, Action 1</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries</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 California School Dashboard, 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 and 10th grades.

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.

There were no 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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

No changes

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 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%.

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 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.</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>\$5,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p>		

Students to be Served: English Learners
Scope of Service: Schoolwide
Location: All Schools

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.

Students to be Served: English Learners
Scope of Service: Schoolwide
Location: All Schools

Interpreters were used for IEP meetings, Parent-Teacher conferences, Community Education nights and other occasions.

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 California School Dashboard, 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. Interpreters were hired or provided from in-house staff where needed for meetings and community events.

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.

Stephen

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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

No changes.

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:

Annual Measurable Outcomes

	Expected	Actual
CAASP	2018-19 n/a	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 Multi-Tiered Systems of Support (team meetings, benchmark assessments, ELD Folders, SST meetings, GATE Meetings, and other assessments and protocols). Provide</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</p>	<p>\$75,000 - Other State Revenues - 5000-5999 Services and Other Operating Expenses \$65,000 - LCFF - 1000-1999 Certificated Salaries</p>	<p>\$42,425 - Other State Revenues - 5000-5999 Services and Other Operating Expenses \$84,849 - LCFF - 1000-1999 Certificated Salaries</p>

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.

assessments and protocols WISH teachers meet the needs of each individual student. Additional adult support and intervention services for students including counseling/psychosocial support, after-school tutoring and enrichment programs are provided for each student that is identified as having a need in these areas.

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 California School Dashboard, 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.

Estimated actual expenditures reflect a slightly different mix of internal and external costs to achieve this goal. Overall, there were no 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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

No changes

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

2018-19
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.

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 included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service:</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 included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service:</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>\$3,600 - LCFF - 5000-5999 Services and Other Operating Expenses - Clear Credential Reimbursement Program \$500 - LCFF - 1000-1999 Certificated Salaries - LAT Committee Stipend</p>	<p>\$3,600 - LCFF - 5000-5999 Services and Other Operating Expenses \$500 - LCFF - 1000-1999 Certificated Salaries</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 California School Dashboard, 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.

There were no 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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

No changes

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.	2018-19 No AP classes (9th & 10th grade only)	No AP classes (9th & 10th 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 attended training for teaching AP classes in June 2019 and will begin instruction in 2019-20.</p>	<p>\$3,000 - Other Federal Funds - 5000-5999 Services and Other Operating Expenses - PD</p>	<p>\$0 - Other Federal Funds - 5000-5999 Services and Other Operating Expenses</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 California School Dashboard, as applicable.

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

n/a will start in 2019-20

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

n/a will start in 2019-20

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

This action has been postponed to 2019-20.

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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

n/a will start in 2019-20

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	2018-19 ADA rate is > 95%	Actual ADA rate is 95.5% (check with Stephen)

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:</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>\$63,000 - LCFF - 2000-2999 Classified Salaries - Office Manager</p>	<p>\$63,000 - LCFF - 2000-2999 Classified Salaries</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 California School Dashboard, 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.

There were no 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 California School Dashboard, 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

Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
ADA rates; dropout rates	2018-19 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>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>	<p>\$0 - See Goal 9, Action 1</p>	<p>\$0</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p>	<p>\$95,138 - LCFF - 1000-1999 Certificated Salaries - Certified Pupil Support</p>	<p>\$63,000 - LCFF - 2000-2999 Classified Salaries - Office manager salary</p>

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.

Additional adult support and intervention services for students including counseling/psychosocial support, after-school tutoring and enrichment programs were provided for each student that is identified as having a need in these areas.

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 California School Dashboard, 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.

The Budget Expenditures were based on Certificated Salaries, however, this action was executed primarily by the Office Manager.

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 California School Dashboard, 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	2018-19 n/a - 9th & 10th grades only	n/a - 9th & 10th grades 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>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: All Schools</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>\$0 - See Goal 6, Action 1</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 California School Dashboard, 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 California School Dashboard, 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 2018-19
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>\$10,000 - LCFF - 5000-5999 Services and Other Operating Expenses - RULER Program</p>	<p>\$8,000 - LCFF - 5000-5999 Services and Other Operating Expenses</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 California School Dashboard, 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 school-wide 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 - needs correcting, we had some expulsions

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no 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 California School Dashboard, 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.	2018-19 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>\$0 - General Supply expenses--not tracked</p>	<p>\$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 California School Dashboard, 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.

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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

None

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**

2018-19
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>	<p>\$0 - See Goal 1, Action 1</p>	<p>\$0</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Foster Youth, Low Income</p> <p>Scope of Service:</p> <p>Location:</p> <p>Students who qualify for low income supports will continue to have access to an array of learning experiences both in</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Foster Youth, Low Income</p> <p>Scope of Service:</p> <p>Location:</p> <p>Students who qualified for low income supports were able to access an array of learning experiences both in school and on</p>	<p>\$13,922 - LCFF - 5000-5999 Services and Other Operating Expenses - Field Trips</p>	<p>\$34,122 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

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

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

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, 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. All students were able to access these enrichment opportunities due to the availability of scholarships, support from paraprofessionals, and other supports and services.

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.

There were no 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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

No changes

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:

Annual Measurable Outcomes

	Expected	Actual
Student folders/report cards.	2018-19 95-100% 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: All</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: All</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>\$133,031 - LCFF - 2000-2999 Classified Salaries - Paraprofessional Salaries</p>	<p>\$127,934 - LCFF - 2000-2999 Classified Salaries</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 California School Dashboard, 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, after school 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 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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

No changes

Stakeholder Engagement

LCAP Year: 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?

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

Coffee with the principal meetings:

Date- 10/19/18

Date- 12/14/18

Date- 2/22/19

Date- 5/17/19

School Site Council Meetings:

Date- 12/20/18

Date- 2/21/19

WCA (WISH Community Association Meetings):

Date 1/17/19

Parent, Student and Staff Surveys:

California Healthy Kids Surveys send quarterly

Owl Proud Surveys sent weekly

Anonymous Feedback Survey sent at the EOY

Staff Meetings:

2/5/19

Board Meetings:

Date 6/26/19

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	\$933,768
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries; 1110 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	\$18,600
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	4000-4999 Books and Supplies; Object 4110 & 4210	4000-4999 Books and Supplies; Object 4110 & 4210	4000-4999 Books and Supplies; Object 41110 & 4210

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	\$151,098
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Prop 39 Rent	5000-5999 Services and Other Operating Expenses; Prop 39 Rent	5000-5999 Services and Other Operating Expenses; Prop 39 Rent
Amount	\$18,750	\$12,729	\$16,352
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; General Insurance	5000-5999 Services and Other Operating Expenses; General Insurance	5000-5999 Services and Other Operating Expenses; General Insurance
Amount	\$4,000	\$4,080	\$4,200
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Vendor Repairs Budget	5000-5999 Services and Other Operating Expenses; Vendor Repairs Budget	5000-5999 Services and Other Operating Expenses; Vendor Repairs Budget
Amount	\$6,000	\$0	\$6,000
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Site Support Staff	2000-2999 Classified Salaries; Site Support Staff	2000-2999 Classified Salaries; Site Support Staff

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

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

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.

CCSS-aligned assessments.

CCSS-aligned assessments.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Goal 1, Action 1	1000-1999 Certificated Salaries; Goal 1, Action 1	1000-1999 Certificated Salaries; Goal 1, Action 1

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

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

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.

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.

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	\$5,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 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.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$0	\$0	\$1,000
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses

(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:

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

2018-19

Select from New Action, Modified Action, or 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

2019-20

Select from New Action, Modified Action, or 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 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.

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.

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.

Budgeted Expenditures

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

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)

English Learners

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)

All Schools

Actions/Services

2017-18

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

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

2018-19

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

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

2019-20

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

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.

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.

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	5000-5999 Services and Other Operating Expenses; Clear Credential Reimbursement Program	5000-5999 Services and Other Operating Expenses; Clear Credential Reimbursement Program	5000-5999 Services and Other Operating Expenses; Clear Credential Reimbursement Program
Amount	\$500	\$500	\$500
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; LAT Committee Stipend	1000-1999 Certificated Salaries; LAT Committee Stipend	1000-1999 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	\$3,000
Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	5000-5999 Services and Other Operating Expenses; PD	5000-5999 Services and Other Operating Expenses; PD	5000-5999 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	\$64,260
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Office Manager	2000-2999 Classified Salaries; Office Manager	2000-2999 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

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

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.	student clubs.	student clubs.
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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	; 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)

English Learners, Foster Youth, Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Action	New Action	New Action
n/a	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.	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	\$132,123
Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries; Certified Pupil Support	1000-1999 Certificated Salaries; Certificated 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:

To ensure all students graduate.

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

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

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.

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.

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	; 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,

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,

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.

Restorative Justice Practices, and Parent Check Ins The School will support site-based student clubs.

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	\$10,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; RULER Program	5000-5999 Services and Other Operating Expenses; RULER Program	5000-5999 Services and Other Operating Expenses

(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	; 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	; 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)

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:

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:

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:

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	\$24,000
Source		LCFF	LCFF
Budget Reference		5000-5999 Services and Other Operating Expenses; Field Trips	5000-5999 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

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

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.

including counseling/psycho-social support, afterschool tutoring and enrichments.

including counseling/psycho-social support, afterschool tutoring and enrichments.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$77,128	\$133,031	\$100,464
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Paraprofessional Salaries	2000-2999 Classified Salaries; Paraprofessional Salaries	2000-2999 Classified Salaries; Paraprofessional Salaries

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds:

\$166,213

Percentage to Increase or Improve Services:

6.55%

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](#)).

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	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Budget Categories	\$1,290,335	\$1,131,807	\$1,613,965
1000-1999 Certificated Salaries	822,714	653,018	1,131,391
2000-2999 Classified Salaries	196,031	253,934	170,724
4000-4999 Books and Supplies	28,750	9,934	18,600
5000-5999 Services and Other Operating Expenses	242,840	214,921	293,250

Expenditures by Funding Source			
Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Funding Sources	\$1,290,335	\$1,131,807	\$1,613,965
Other Federal Funds	3,000	0	3,000
Other State Revenues	103,750	52,359	93,600
LCFF Base/Not Contributing to Increased or Improved Services	1,070,425	978,226	1,356,142
LCFF S & C/Contributing to Increased or Improved Services	113,160	101,222	161,223

Expenditures by Budget Category and Funding Source				
Budget Category	Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Budget Categories	All Funding Sources	\$1,290,335	\$1,131,807	\$1,613,965
1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	727,076	652,518	998,768

1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	95,638	500	132,623
2000-2999 Classified Salaries	LCFF Base/Not Contributing to Increased or Improved Services	196,031	190,934	170,724
2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	0	63,000	0
4000-4999 Books and Supplies	Other State Revenues	28,750	9,934	18,600
5000-5999 Services and Other Operating Expenses	Other Federal Funds	3,000	0	3,000
5000-5999 Services and Other Operating Expenses	Other State Revenues	75,000	42,425	75,000
5000-5999 Services and Other Operating Expenses	LCFF Base/Not Contributing to Increased or Improved Services	147,318	134,774	186,650
5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	17,522	37,722	28,600

Expenditures by Goal and Funding Source

Funding Source

2019

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	\$933,768
LCFF Base/Not Contributing to Increased or Improved Services	933,768

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	\$18,600
Other State Revenues	18,600

School facilities will be clean and maintained in good repair.

All Funding Sources	\$177,650
LCFF Base/Not Contributing to Increased or Improved Services	177,650

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
LCFF Base/Not Contributing to Increased or Improved Services	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	\$6,000
LCFF Base/Not Contributing to Increased or Improved Services	5,000
LCFF S & C/Contributing to Increased or Improved Services	1,000
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
Other State Revenues	75,000
LCFF Base/Not Contributing to Increased or Improved Services	65,000
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
LCFF S & C/Contributing to Increased or Improved Services	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
Other Federal Funds	3,000
Maintain a high ADA rate, and limit chronic absenteeism.	
All Funding Sources	\$64,260
LCFF Base/Not Contributing to Increased or Improved Services	64,260
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	\$132,123
LCFF S & C/Contributing to Increased or Improved Services	132,123

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

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

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
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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	\$24,000
LCFF S & C/Contributing to Increased or Improved Services	24,000

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	\$100,464
LCFF Base/Not Contributing to Increased or Improved Services	100,464

Annual Update Expenditures by Goal and Funding Source

Funding Source	2018 Annual Update Budgeted	2018 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	\$662,076	\$567,669
LCFF Base/Not Contributing to Increased or Improved Services	662,076	567,669

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	\$9,934
Other State Revenues	28,750	9,934

School facilities will be clean and maintained in good repair.

All Funding Sources	\$132,318	\$126,774
LCFF Base/Not Contributing to Increased or Improved Services	132,318	126,774

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	\$127,274
Other State Revenues	75,000	42,425
LCFF Base/Not Contributing to Increased or Improved Services	65,000	84,849

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 S & C/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	\$0
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Other Federal Funds	3,000	0
Maintain a high ADA rate, and limit chronic absenteeism.		
All Funding Sources	\$63,000	\$63,000
LCFF Base/Not Contributing to Increased or Improved Services	63,000	63,000
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	\$63,000
LCFF S & C/Contributing to Increased or Improved Services	95,138	63,000
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	\$8,000
LCFF Base/Not Contributing to Increased or Improved Services	10,000	8,000
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
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	\$34,122
LCFF S & C/Contributing to Increased or Improved Services	13,922	34,122
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	\$127,934
LCFF Base/Not Contributing to Increased or Improved Services	133,031	127,934

