

# 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 Community

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.

### Core tenets of the WISH model:

**Optimal Class Size:** All Kindergarten through 3rd grade classrooms have approximately 22 students. Grades 4 through 8 have approximately 25 students.

**Collaboration and Co-teaching:** Highly qualified, credentialed educators are partners in planning, teaching, and assessing each child. In addition to classroom teachers, teaching specialists support each grade level and move between classrooms to enrich learning opportunities. Music, Art, PE, technology, and specialty teachers utilize a co-teaching model to increase adult to student ratios, provide tailored instruction, and demonstrate best practices for all scholars. Each staff member participates in a 30-minute debriefing session daily. At this time, staff members reflect on the day and share a success, challenge, and action plan for serving children better.

**Differentiated Instruction:** WISH empowers and inspires learners to reach their highest potential. With an emphasis on academic achievement using a variety of modalities, developing character, building technology skills, and a deep understanding of the world, WISH prepares students to be leaders.

**Family Partnerships:** The WISH Community Association (WCA) is comprised of parents, students, teachers, staff members, and community members. Working together, we have built an incredible public school that is responsive to each student we serve. Volunteers are central to the success of WISH. The partnerships built with families have led to a thriving and nurturing environment for children.

**All Students Growing and Thriving:** Each class builds a strong, inclusive community together! Each summer teachers attend professional development institutes on gifted and talented education, technology, and differentiated instruction. Important academic, social, and ethical skills and attitudes are developed when students with various strengths, needs, and backgrounds learn together.

**Affiliation with Loyola Marymount University's School of Education:** WISH has an affiliation with the LMU School of Education that provides the ability to collaborate, continually study, and improve the instructional model at WISH while maintaining "best practices." LMU's nationally recognized School of Education is located in close proximity to the WISH campus. WISH has been named an official demonstration site for LMU.

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

## LCAP Highlights

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

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

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

## 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 specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

### Greatest Progress

Students at WISH demonstrated growth in many areas. On the 2018 SBAC results, WISH students outperformed district, state, and adjacent schools consistently. Parents participated in making the school and their children successful by attending parent teacher conferences, student led conferences, and by supporting student activities. ELA performance received the highest ratings on the California Dashboard for all grade levels. Math received the second highest rating for grades TK-6. For the 2018-2019 school year, WISH focused on improving instructional strategies through a variety of ways.

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**

Based on the 2018 SBAC results and the California Dashboard it is clear that supports need to be dedicated to math instruction for our upper grade students. For the 2018-19 school year, we had a math and science coach who assisted teachers in implementing Project Lead The Way science curriculum used across all grade levels and common core aligned math curriculum- Envision for TK-5 and Go Math for 6-8. In addition, we reduced the pupil to teacher ratio in grades 7 and 8 for math classes.

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**

According to the California Dashboard our suspension rate has gone up .5% and is in the medium range. We have committed to adopting a ladder system to support student behavior and we are dedicating resources to the adoption of the RULER Emotional Intelligence program out of Yale to develop consistent social and emotional practices across the ES and MS programs. The new behavior ladder system was across all grades and outlined clear expectations for all students including rewards and consequences for student behavior. In addition all staff is trained in the Discipline Foundation Policy and Restorative Justice.

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

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

State and/or Local Priorities Addressed by this goal:

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

### Annual Measurable Outcomes

	Expected	Actual
<b>Documentation of teacher participation in CCSS-aligned professional development; implementation of CCSS-aligned curriculum</b>	<b>2018-19</b> 100% implementation of CCSS ELA and Math; partial NGSS implementation	100% implementation of CCSS ELA and Math; full NGSS implementation

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>100% of teachers will continue to receive intensive Common Core training with emphasis on differentiated instructional techniques and serving students with special needs/ELs, etc. Increase student access to technology and integration in learning. Teachers will continue to receive Balanced Literacy Training. Teachers will receive training to begin the transition to NGSS.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>All teachers received intensive common core training with Balanced Literacy coaches and trainings provided by blended learning companies (Mobymax, Achieve3000). All teachers received intensive training in NGSS (PLTW)</p>	<p>\$10,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Contracted PD</p>	<p>\$9,841 - 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.

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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 2

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic  
Local Priorities:

### Annual Measurable Outcomes

Expected

Actual

**Office Support Staff completes 2018-19  
Daily Inspection Sheets two times  
a day.** Office Support Staff completes  
Daily Inspection Sheets two times a  
day with 90% good standing rating.

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

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></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><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></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>\$429,907 - LCFF - 5000-5999 Services and Other Operating Expenses - Prop 39 Rent            \$52,320 - LCFF - 5000-5999 Services and Other Operating Expenses - General Insurance            \$1,114 - LCFF - 5000-5999 Services and Other Operating Expenses - Vendor Repairs Budget            \$25,200 - LCFF - 2000-2999 Classified Salaries - Site Support Salaries</p>	<p>\$449,407 - LCFF - 5000-5999 Services and Other Operating Expenses - Prop 39 Rent</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.



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 3

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

State and/or Local Priorities Addressed by this goal:

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

### Annual Measurable Outcomes

Expected	Actual
<p><b>Documentation of parent on BOD, attendance from SLC and PT Conferences, attendance signs at WISH events, and results of surveys</b></p> <p><b>2018-19</b></p> <p>Approximately 80% of parents attend at least two school events each year; 90% attend parent-teacher conferences, and 95% of parents attend Student Led Conferences, 5 parents lead the WCA School Site Council, one is a parent of a child with a disability. Parent satisfaction rates, based on annual surveys, are greater than 90%</p>	<p>Approximately 80% of parents attend at least two school events each year; 90% attend parent-teacher conferences, and 95% of parents attend Student Led Conferences, 5 parents lead the WCA School Site Council, one is a parent of a child with a disability. Parent satisfaction rates, based on annual surveys, are greater than 90%</p>

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Parents will receive more frequent and clear communications about school meetings and events through multiple modes of communication: website, email, newsletters, annual Handbook and an annual calendar of meetings and events. WCA School Site Council will be trained on using Emma, Illuminate, and other communications tools. Parents will be strongly encouraged to attend twice annual parent-teacher conferences. All parents will be encouraged to run for elected positions on the Board of Directors and WCA and to attend meetings of these groups. Satisfaction surveys will be sent out in October and February.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Approximately 80% of parents attend at least two school events each year; 90% attend parent-teacher conferences, and 95% of parents attend Student Led Conferences, 5 parents lead the WCA School Site Council, one is a parent of a child with a disability. Parent satisfaction rates, based on annual surveys, are greater than 90%</p>	<p>\$22,199 - LCFF - 5000-5999 Services and Other Operating Expenses - Website, Schoolmint, Illuminate</p>	<p>\$22,898 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

### Action 2

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

<p>Students to be Served: English Learners</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>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.</p>	<p>Students to be Served: English Learners</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Interpreters were made available for parent-teacher conferences, WCA meetings, Community Education night meetings, and IEP meetings.</p>		
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## 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.

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 4

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

State and/or Local Priorities Addressed by this goal:

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

### Annual Measurable Outcomes

Expected	Actual
<p><b>School-wide and all significant subgroups will meet or exceed adjacent schools performance in ELA and Math</b></p> <p><b>2018-19</b> Increase by at least 2%</p>	<p>Internal assessment tools indicate that all school-wide and significant subgroups demonstrated growth. SBAC scores for 18/19 are still embargoed.</p>

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>In addition to activities above: Provide highly qualified educational support personnel (Technology Instructor, Visual Impairment Specialist, SpEd teachers, Psychologist, Counselor, Physical Therapist, Occupational Therapist, Speech Pathologist, Paraprofessionals, Board Certified Behavioral Analyst Support) who will implement datadriven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. We will provide 10 days of professional development, on-site staff meetings, and classroom embedded professional development to support tiered intervention, in Page 36 of 52 additional to regular teacher collaboration time to improve and support student achievement and college-readiness. We will provide intervention support and additional resources for instructional staff to continuously monitor student achievement using a Multi-Tiered Systems of Support. Through team meetings, benchmark assessments, ELD Folders, SST</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>WISH provided highly qualified educational support personnel (Technology Instructor, Visual Impairment Specialist, SpEd teachers, Psychologist, Counselor, Physical Therapist, Occupational Therapist, Speech Pathologist, Paraprofessionals, Board Certified Behavioral Analyst Support) who worked together to implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. Fifteen days of professional development, on-site staff meetings, and classroom embedded professional development to support tiered intervention, in addition to regular teacher collaboration time to improve and support student achievement and college readiness were provided to all teachers. Intervention support and additional resources for instructional staff to continuously monitor student achievement using a Multi-Tiered Systems of Support was provided. Through team meetings, benchmark assessments, ELD Folders,</p>	<p>\$0</p> <p>\$43,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Planet Bravo - Technology Instruction</p> <p>\$293,226 - Other State Revenues - 1000-1999 Certificated Salaries - SPED Teachers</p> <p>\$110,617 - Other Federal Funds - 1000-1999 Certificated Salaries - SPED Teachers</p> <p>\$42,404 - LCFF - 1000-1999 Certificated Salaries - Psychologist</p> <p>\$36,277 - Other Local Revenues - 1000-1999 Certificated Salaries - Psychologist</p> <p>\$54,689 - LCFF - 1000-1999 Certificated Salaries - 85% Counselor</p> <p>\$5,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Physical Therapy</p> <p>\$70,650 - LCFF - 1000-1999 Certificated Salaries - Occupational Therapist</p> <p>\$41,005 - LCFF - 1000-1999 Certificated</p>	<p>\$44,500 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$327,169 - Other State Revenues - 1000-1999 Certificated Salaries</p> <p>\$142,402 - Other Federal Funds - 1000-1999 Certificated Salaries</p> <p>\$40,949 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$40,449 - Other Local Revenues - 1000-1999 Certificated Salaries</p> <p>\$55,617 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$5,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$87,276 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$46,191 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$43,735 - Other State Revenues - 1000-1999 Certificated Salaries</p> <p>\$625,098 - LCFF - 2000-2999 Classified Salaries</p> <p>\$75,000 - LCFF -</p>

<p>meetings, GATE Meetings, and other assessments and protocols WISH teachers meet the needs of each individual student.</p>	<p>SST meetings, GATE Meetings, and other assessments and protocols WISH teachers meet the needs of each individual student. Additional adult support and intervention services for students including counseling/psychosocial support, after school tutoring and enrichment programs are provided for each student that is identified as having a need in these areas.</p>	<p>Salaries - Speech Pathologist \$38,825 - Other State Revenues - 1000-1999 Certificated Salaries - Speech Pathologist \$607,024 - LCFF - 2000-2999 Classified Salaries - Paraprofessionals \$74,083 - LCFF - 1000-1999 Certificated Salaries - Board Certified Behavioral Analyst \$133,090 - LCFF - 1000-1999 Certificated Salaries - 10 Days Teacher PD (repeated expenditure)</p>	<p>1000-1999 Certificated Salaries \$135,000 - LCFF - 1000-1999 Certificated Salaries</p>
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## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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>Additional adult support and intervention services for students including counseling/psycho-social support, afterschool tutoring and enrichment programs are provided for each student that is identified as having a need in these area.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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>School provided additional adult support and intervention services for students including counseling/psycho-social support, after school tutoring and enrichment programs are provided for each student that is identified as having a need in these area.</p>	<p>\$0 \$6,267 - LCFF - 4000-4999 Books and Supplies - Achieve 3000, MobyMax \$9,651 - LCFF - 1000-1999 Certificated Salaries - 15% Counselor Time \$18,929 - LCFF - 2000-2999 Classified Salaries - 3% Para time \$6,599 - LCFF - 3000-3999 Employee Benefits - Benefits for Counselor, Para Time</p>	<p>\$6,293 - LCFF - 4000-4999 Books and Supplies \$9,273 - LCFF - 1000-1999 Certificated Salaries \$14,895 - LCFF - 2000-2999 Classified Salaries \$6,382 - LCFF - 3000-3999 Employee Benefits</p>

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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>In order to significantly improve growth and achievement for unduplicated students, WISH is implementing a balanced literacy intervention program to establish a coordinated and sustained focus on literacy embedded within a rigorous general education curriculum.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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>WISH implemented a balanced literacy intervention program to establish a coordinated and sustained focus on literacy embedded within a rigorous general education curriculum.</p>	<p>\$50,000 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$5,000 - LCFF - 2000-2999 Classified Salaries</p> <p>\$4,000 - LCFF - 4000-4999 Books and Supplies</p> <p>\$4,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$14,925 - LCFF - 3000-3999 Employee Benefits</p> <p>\$19,500 - LCFF - 5000-5999 Services and Other Operating Expenses - Rent for 2 classrooms</p>	<p>\$50,000 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$5,000 - LCFF - 2000-2999 Classified Salaries</p> <p>\$4,000 - LCFF - 4000-4999 Books and Supplies</p> <p>\$4,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$13,842 - LCFF - 3000-3999 Employee Benefits</p> <p>\$20,100 - 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.

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. In addition, several staff were trained on the new balanced literacy program and will continue to develop it through 2019-20.

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

From last year:

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



Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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 5

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>EL students will advance at least one grade level on internal assessment</b> <b>2018-19</b> EL students will demonstrate at least one year of growth	EL students demonstrated at least one year of growth or were redesignated.
<b>Reclassification rate will meet or exceed the districts rate</b> <b>2018-19</b> Students will meet or exceed the district's reclassification rate.	WISH exceeded the districts rate

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Implement WISHs English Learner Master Plan as adopted from LAUSD. Provide highly qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs. Provide new teachers support specifically relating to ELs. Continue professional development activities started this school year focused on CCSS implementation with ELs. EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom. Re-designated ELs will continue to be supported via a multi- Page 40 of 52 tiered system including support for struggling readers. Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Implemented WISH's English Learner Master Plan as adopted from LAUSD. Provided highly qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs. Provided new teachers support specifically relating to ELs. Continued professional development activities started this school year focused on CCSS implementation with ELs. EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom. Re-designated ELs continued to be supported via a multi- Page 40 of 52 tiered system including support for struggling readers. Provided appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments</p>	<p>\$0 - NA            \$6,737 - LCFF - 1000-1999            Certificated Salaries - ELD Coordinator (10% role)            \$0 - NA            \$1,872 - LCFF - 3000-3999            Employee Benefits - Benefits</p>	<p>\$6,850 - LCFF - 1000-1999            Certificated Salaries            \$1,903 - LCFF - 3000-3999            Employee Benefits</p>

(ELDRA).

(ELDRA).

## 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.

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

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

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.

None

## Goal 6

School will continue to maintain a high ADA rate.

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement  
Local Priorities:

### Annual Measurable Outcomes

	Expected	Actual
<b>Illuminate attendance report</b>	<b>2018-19</b> School will maintain an ADA rate of >95%	Actual ADA is 95.5%

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The attendance coordinator will continue to monitor student attendance and communicate with families. Parent outreach and communication will continue to stress the importance of attendance and arriving at school on time each day. A daily robocall will be implemented for all students that are absent at 9:30am. 4 levels of truancy letters with varying degrees of action will be mailed to parents of habitually truant students.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The attendance coordinator monitored student attendance and communicated with families. Parent outreach and communication stressed the importance of attendance and arriving at school on time each day. A daily robocall was implemented for all students that are absent at 9:30am. 4 levels of truancy letters with varying degrees of action were mailed to parents of habitually truant students.</p>	<p>\$42,202 - LCFF - 2000-2999 Classified Salaries - Attendance Coordinator</p>	<p>\$49,920 - 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 attendance coordinator monitored student attendance and communicated with families. Parent outreach and communication stressed the importance of attendance and arriving at school on time each day. A daily robocall was implemented for all students that are absent at 9:30am. 4 levels of truancy letters with varying degrees of action were mailed to parents of habitually truant students.

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

Effective as evidenced by he ADA

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 7

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

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 6. School climate

Local Priorities:

### Annual Measurable Outcomes

	Expected	Actual
<b>Monthly suspension reports</b>	<b>2018-19</b> School suspension and expulsion rate is < 1%	School suspension and expulsion rate is < 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><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The School will update the website with information and resources on bullying, and provide workshops educating stakeholders on the definition of bullying and strategies for preventing it. Furthermore, school staff will develop and maintain web presence for understanding and responding to bullying. Teachers will receive support and training in best practices around the new digital citizenship curriculum and implement the curriculum in Year 1. The School will hold parent workshops on digital citizenship to promote a safe environment for all students. The School will provide training and support for Advisory and other non-scholastic support for students. The School will support site-based student clubs.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>WISH updated the website with information and resources on bullying, and provided workshops educating stakeholders on the definition of bullying and strategies for preventing it. Furthermore, staff developed and maintain web presence for understanding and responding to bullying. Teachers received support and training in best practices around the new digital citizenship curriculum and implement the curriculum in Year 1. WISH held parent workshops on digital citizenship to promote a safe environment for all students. WISH provided training and support for Advisory and other non-scholastic support for students. WISH supports site-based student clubs.</p>	<p>\$0 - No additional cost</p>	<p>\$0 - No additional cost</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.

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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 8

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 7. Course access  
Local Priorities:

### Annual Measurable Outcomes

	Expected	Actual
<b>Satisfaction surveys from students, parents, and teachers administered twice per year</b>	<b>2018-19</b> Satisfaction surveys regarding whole scholar approach will exceed 80% meet or exceeds stakeholder expectations.	Satisfaction surveys regarding whole scholar approach exceeded 80% meet or exceeds stakeholder expectations throughout the year.

## 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><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>As stated above, provide highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. Provide students with an array of learning (as described in the schools charter) in science, technology, arts, music, and PE</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>As stated above, WISH provided highly qualified and experienced teachers that utilized data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. Students were provided with an array of learning (as described in the schools charter)</p>	<p>\$0 - NA            \$1,707,240 - LCFF -            1000-1999 Certificated Salaries - Classroom Teacher Salaries (does not include SPED, STEM, Art, Music, PE, Electives, Balanced Literacy)            \$317,359 - LCFF -            1000-1999 Certificated Salaries - STEM, PE, Art, Music, Electives            \$47,951 - LCFF -            2000-2999 Classified Salaries - Music</p>	<p>\$2,057,078 - LCFF -            1000-1999 Certificated Salaries            \$377,594 - LCFF -            1000-1999 Certificated Salaries            \$69,109 - LCFF -            2000-2999 Classified Salaries</p>

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Students who qualify for low income</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Students who qualify for low income</p>	<p>\$0 - NA            \$25,000 - LCFF -            5000-5999 Services and Other Operating Expenses -            Field trips, sports, robotics, etc.</p>	

supports will continue to have access to an array of learning experiences both in-school and on after school learning excursions (including scholarships for Walk Through-Intensive Field Trips, Retreats, sports teams, robotics teams, and any other WISH affiliated learning activity).

supports had access to an array of learning experiences both in-school and on after school learning excursions (including scholarships for Walk Through-Intensive Field Trips, Retreats, sports teams, robotics teams, and all 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.

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

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

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

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

Local Priorities:

### Identified Need:

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

## Expected Annual Measurable Outcomes

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



# Planned Actions / Services

Complete a copy of the following table for each of the 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

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

**2018-19**

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

Unchanged Action

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

**2019-20**

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

Unchanged Action

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

NGSS.	NGSS.	NGSS.
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**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$38,300	\$10,000	\$10,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; PD	5000-5999 Services and Other Operating Expenses; Contracted PD	5000-5999 Services and Other Operating Expenses; Contracted PD

Unchanged Goal

## Goal 2

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

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

State Priorities: 1. Basic  
Local Priorities:

### Identified Need:

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

### Expected Annual Measurable Outcomes

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

# Planned Actions / Services

Complete a copy of the following table for each of the 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

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	\$320,566	\$429,907	\$532,038
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	\$50,156	\$52,320	\$54,000
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	\$10,975	\$1,114	\$1,201
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	\$33,000	\$25,200	\$18,900
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Site Support Salaries	2000-2999 Classified Salaries; Site Support Salaries	2000-2999 Classified Salaries; Site Support Salaries

Modified Goal

### Goal 3

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

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

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

#### Identified Need:

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

#### Expected Annual Measurable Outcomes

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

# Planned Actions / Services

Complete a copy of the following table for each of the 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 more frequent and clear communications about school meetings and events through multiple modes of communication: website, email, newsletters, annual Handbook and an annual calendar of meetings and events. WCA School Site Council will be trained on using Emma, Illuminate, and other communications tools. Parents will be

**2018-19**

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

Unchanged Action

Parents will receive more frequent and clear communications about school meetings and events through multiple modes of communication: website, email, newsletters, annual Handbook and an annual calendar of meetings and events. WCA School Site Council will be trained on using Emma, Illuminate, and other communications tools. Parents will be

**2019-20**

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

Unchanged Action

Parents will receive more frequent and clear communications about school meetings and events through multiple modes of communication: website, email, newsletters, annual Handbook and an annual calendar of meetings and events. WCA School Site Council will be trained on using Emma, Illuminate, and other communications tools. Parents will be

strongly encouraged to attend twice annual parent-teacher conferences. All parents will be encouraged to run for elected positions on the Board of Directors and WCA and to attend meetings of these groups. Satisfaction surveys will be sent out in October and February.

strongly encouraged to attend twice annual parent-teacher conferences. All parents will be encouraged to run for elected positions on the Board of Directors and WCA and to attend meetings of these groups. Satisfaction surveys will be sent out in October and February.

strongly encouraged to attend twice annual parent-teacher conferences. All parents will be encouraged to run for elected positions on the Board of Directors and WCA and to attend meetings of these groups. Satisfaction surveys will be sent out in October and February.

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$14,323	\$22,199	\$24,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Website, Emma, Schoolmint	5000-5999 Services and Other Operating Expenses; Website, Schoolmint, Illuminate	5000-5999 Services and Other Operating Expenses; Website, Schoolmint, Illuminate



## 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:

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.

**2018-19**

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

Increase the use of interpreters to make sure that all families are included. Interpreters will now be available for parent-teacher conferences, WCA meetings, Community Education night meetings, IEPs etc.

**2019-20**

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

Increase the use of interpreters to make sure that all families are included. Interpreters will now be available for parent-teacher conferences, WCA meetings, Community Education night meetings, IEPs etc.

## Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$0	\$0	\$2,000
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses

Modified Goal

### Goal 4

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

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

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

Local Priorities:

#### Identified Need:

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

#### Expected Annual Measurable Outcomes

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

# Planned Actions / Services

Complete a copy of the following table for each of the 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

In addition to activities above: Provide highly qualified educational support personnel (Technology Instructor, Visual Impairment Specialist, SpEd teachers, Psychologist, Counselor, Physical Therapist, Occupational Therapist, Speech Pathologist, Paraprofessionals, Board Certified Behavioral Analyst Support) who will implement data-driven

**2018-19**

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

Unchanged Action

In addition to activities above: Provide highly qualified educational support personnel (Technology Instructor, Visual Impairment Specialist, SpEd teachers, Psychologist, Counselor, Physical Therapist, Occupational Therapist, Speech Pathologist, Paraprofessionals, Board Certified Behavioral Analyst Support) who will implement datadriven

**2019-20**

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

Unchanged Action

In addition to activities above: Provide highly qualified educational support personnel (Technology Instructor, Visual Impairment Specialist, SpEd teachers, Psychologist, Counselor, Physical Therapist, Occupational Therapist, Speech Pathologist, Paraprofessionals, Board Certified Behavioral Analyst Support) who will implement datadriven

instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. We will provide 10 days of professional development, on-site staff meetings, and classroom embedded professional development to support tiered intervention, in Page 36 of 52 additional to regular teacher collaboration time to improve and support student achievement and college-readiness. We will provide intervention support and additional resources for instructional staff to continuously monitor student achievement using a Multi-Tiered Systems of Support. Through team meetings, benchmark assessments, ELD Folders, SST meetings, GATE Meetings, and other assessments and protocols WISH teachers meet the needs of each individual student.

instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. We will provide 10 days of professional development, on-site staff meetings, and classroom embedded professional development to support tiered intervention, in Page 36 of 52 additional to regular teacher collaboration time to improve and support student achievement and college-readiness. We will provide intervention support and additional resources for instructional staff to continuously monitor student achievement using a Multi-Tiered Systems of Support. Through team meetings, benchmark assessments, ELD Folders, SST meetings, GATE Meetings, and other assessments and protocols WISH teachers meet the needs of each individual student.

instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. We will provide 10 days of professional development, on-site staff meetings, and classroom embedded professional development to support tiered intervention, in Page 36 of 52 additional to regular teacher collaboration time to improve and support student achievement and college-readiness. We will provide intervention support and additional resources for instructional staff to continuously monitor student achievement using a Multi-Tiered Systems of Support. Through team meetings, benchmark assessments, ELD Folders, SST meetings, GATE Meetings, and other assessments and protocols WISH teachers meet the needs of each individual student.

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$259,397	\$0	\$257,996
Source	Other State Revenues		Other State Revenues
Budget Reference	1000-1999 Certificated Salaries; School Psychologist, School Counselor, Speech & Language Therapist, Occupational Therapist		1000-1999 Certificated Salaries
Amount	\$0	\$43,000	\$45,000
Source		LCFF	LCFF
Budget Reference		5000-5999 Services and Other Operating Expenses; Planet Bravo - Technology Instruction	5000-5999 Services and Other Operating Expenses; Planet Bravo - Technology Instruction
Amount	\$0	\$293,226	\$362,000

Source		Other State Revenues	Other State Revenues
Budget Reference		1000-1999 Certificated Salaries; SPED Teachers	1000-1999 Certificated Salaries; SPED Teachers
Amount	\$0	\$110,617	\$147,580
Source		Other Federal Funds	Other Federal Funds
Budget Reference		1000-1999 Certificated Salaries; SPED Teachers	1000-1999 Certificated Salaries; SPED Teachers
Amount	\$0	\$42,404	\$46,000
Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries; Psychologist	1000-1999 Certificated Salaries; Psychologist
Amount	\$0	\$36,277	\$44,000
Source		Other Local Revenues	Other Local Revenues
Budget Reference		1000-1999 Certificated Salaries; Psychologist	1000-1999 Certificated Salaries; Psychologist
Amount	\$0	\$54,689	\$59,000
Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries; 85% Counselor	1000-1999 Certificated Salaries; 85% Counselor
Amount	\$0	\$5,000	\$5,000
Source		LCFF	LCFF
Budget Reference		5000-5999 Services and Other Operating Expenses; Physical Therapy	5000-5999 Services and Other Operating Expenses; Physical Therapy
Amount	\$0	\$70,650	\$73,750
Source		LCFF	LCFF

Budget Reference		1000-1999 Certificated Salaries; Occupational Therapist	1000-1999 Certificated Salaries; Occupational Therapist
Amount	\$0	\$41,005	\$44,000
Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries; Speech Pathologist	1000-1999 Certificated Salaries; Speech Pathologist
Amount	\$0	\$38,825	\$41,000
Source		Other State Revenues	Other State Revenues
Budget Reference		1000-1999 Certificated Salaries; Speech Pathologist	1000-1999 Certificated Salaries; Speech Pathologist
Amount	\$0	\$607,024	\$560,043
Source		LCFF	LCFF
Budget Reference		2000-2999 Classified Salaries; Paraprofessionals	2000-2999 Classified Salaries; Paraprofessionals
Amount	\$0	\$74,083	\$75,000
Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries; Board Certified Behavioral Analyst	1000-1999 Certificated Salaries; Board Certified Behavioral Analyst
Amount	\$0	\$133,090 (repeat expenditure)	\$135,000 (repeat expenditure)
Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries; 10 Days Teacher PD	1000-1999 Certificated Salaries; 10 Days Teacher PD

## Action 2

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

English Learners, Foster Youth, Low Income

**Scope of Services:**

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

Schoolwide

**Location(s):**

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

All Schools

## Actions/Services

**2017-18**

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

Unchanged Action

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

**2018-19**

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

Unchanged Action

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

**2019-20**

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

Unchanged Action

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

## Budgeted Expenditures



	2017-18	2018-19	2019-20
Amount	\$30,000	\$0	\$0
Source	LCFF		
Budget Reference	1000-1999 Certificated Salaries; (School Psychologist, School Counselor, Speech & Language Therapist, Occupational Therapist)		
Amount	\$15,978	\$6,267	\$6,500
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Achieve 3000, MobyMax	4000-4999 Books and Supplies; Achieve 3000, MobyMax	4000-4999 Books and Supplies; Achieve 3000, MobyMax
Amount	\$0	\$9,651	\$9,900
Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries; 15% Counselor Time	1000-1999 Certificated Salaries; 15% Counselor Time
Amount	\$0	\$18,929	\$16,500
Source		LCFF	LCFF
Budget Reference		2000-2999 Classified Salaries; 3% Para time	2000-2999 Classified Salaries; 3% Para time
Amount	\$0	\$6,599	\$6,100
Source		LCFF	LCFF
Budget Reference		3000-3999 Employee Benefits; Benefits for Counselor, Para Time	3000-3999 Employee Benefits; Benefits for Counselor, Para Time

### Action 3

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

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	Unchanged Action
n/a	In order to significantly improve growth and achievement for unduplicated students, WISH is implementing a balanced literacy intervention program to establish a coordinated and sustained focus on literacy embedded within a rigorous general education curriculum.	In order to significantly improve growth and achievement for unduplicated students, WISH is implementing a balanced literacy intervention program to establish a coordinated and sustained focus on literacy embedded within a rigorous general education curriculum.

### Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$0	\$50,000	\$55,000
Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$0	\$5,000	\$5,000
Source		LCFF	LCFF
Budget Reference		2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	\$0	\$4,000	\$4,000
Source		LCFF	LCFF
Budget Reference		4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	\$0	\$4,000	\$4,000
Source		LCFF	LCFF
Budget Reference		5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	\$0	\$14,925	\$14,925
Source		LCFF	LCFF
Budget Reference		3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$0	\$19,500	\$23,000
Source		LCFF	LCFF
Budget Reference		5000-5999 Services and Other Operating Expenses; Rent for 2 classrooms	5000-5999 Services and Other Operating Expenses; Rent for 2 classrooms

Unchanged Goal

## Goal 5

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

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

State Priorities: 4. Pupil achievement  
Local Priorities:

### Identified Need:

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

### Expected Annual Measurable Outcomes

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

# Planned Actions / Services

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

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 WISHs English Learner Master Plan as adopted from LAUSD. Provide highly qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs. Provide new teachers support specifically relating to ELs. Continue professional development activities started this

**2018-19**

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

Unchanged Action

Implement WISHs English Learner Master Plan as adopted from LAUSD. Provide highly qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs. Provide new teachers support specifically relating to ELs. Continue professional development activities started this

**2019-20**

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

Unchanged Action

Implement WISHs English Learner Master Plan as adopted from LAUSD. Provide highly qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs. Provide new teachers support specifically relating to ELs. Continue professional development activities started this

school year focused on CCSS implementation with ELs. EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom. Re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers. Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments (ELDRA).

school year focused on CCSS implementation with ELs. EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom. Re-designated ELs will continue to be supported via a multi- Page 40 of 52 tiered system including support for struggling readers. Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments (ELDRA).

school year focused on CCSS implementation with ELs. EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom. Re-designated ELs will continue to be supported via a multi- Page 40 of 52 tiered system including support for struggling readers. Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments (ELDRA).

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$500	\$0	\$0
Source	LCFF		
Budget Reference	1000-1999 Certificated Salaries; EL Coordinator Stipend	; NA	; NA
Amount	\$0	\$6,737	\$7,000
Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries; ELD Coordinator (10% role)	1000-1999 Certificated Salaries; ELD Coordinator (10% role)
Amount	\$35,000	\$0	\$0
Source	LCFF		
Budget Reference	4000-4999 Books and Supplies	; NA	; NA
Amount	\$0	\$1,872	\$1,900
Source		LCFF	LCFF

Budget  
Reference

3000-3999 Employee Benefits;  
Benefits

3000-3999 Employee Benefits;  
Benefits

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

Unchanged Goal

## Goal 6

School will continue to maintain a high ADA rate.

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

State Priorities: 5. Pupil engagement

Local Priorities:

### Identified Need:

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

### Expected Annual Measurable Outcomes

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



# Planned Actions / Services

Complete a copy of the following table for each of the 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 attendance coordinator will continue to monitor student attendance and communicate with families. Parent outreach and communication will continue to stress the importance of attendance and arriving at school on time each day. A daily robocall will be implemented for all students that are absent at 9:30am. 4 levels of truancy letters with varying

**2018-19**

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

Unchanged Action

The attendance coordinator will continue to monitor student attendance and communicate with families. Parent outreach and communication will continue to stress the importance of attendance and arriving at school on time each day. A daily robocall will be implemented for all students that are absent at 9:30am. 4 levels of truancy letters with varying

**2019-20**

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

Unchanged Action

The attendance coordinator will continue to monitor student attendance and communicate with families. Parent outreach and communication will continue to stress the importance of attendance and arriving at school on time each day. A daily robocall will be implemented for all students that are absent at 9:30am. 4 levels of truancy letters with varying

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

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

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

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$94,952	\$42,202	\$45,000
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Office Manager Salaries	2000-2999 Classified Salaries; Attendance Coordinator	2000-2999 Classified Salaries; Attendance Coordinator

Unchanged Goal

### Goal 7

School will continue to maintain low < 1% suspension and expulsion rates.  
School will reduce bullying through consistent implementation of the Schoolwide Discipline Policy and Positive Behavioral Support Policies

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

State Priorities: 6. School climate  
Local Priorities:

#### Identified Need:

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

#### Expected Annual Measurable Outcomes

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

# Planned Actions / Services

Complete a copy of the following table for each of the 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 update the website with information and resources on bullying, and provide workshops educating stakeholders on the definition of bullying and strategies for preventing it. Furthermore, District staff will develop and maintain web presence for understanding and responding to bullying. Teachers will receive support and training in

**2018-19**

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

Unchanged Action

The School will update the website with information and resources on bullying, and provide workshops educating stakeholders on the definition of bullying and strategies for preventing it. Furthermore, school staff will develop and maintain web presence for understanding and responding to bullying. Teachers will receive support and training in

**2019-20**

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

Unchanged Action

The School will update the website with information and resources on bullying, and provide workshops educating stakeholders on the definition of bullying and strategies for preventing it. Furthermore, school staff will develop and maintain web presence for understanding and responding to bullying. Teachers will receive support and training in

best practices around the new digital citizenship curriculum and implement the curriculum in Year 1. The School will hold parent workshops on digital citizenship to promote a safe environment for all students. The School will provide training and support for Advisory and other non-scholastic support for students. The School will support site-based student clubs.

best practices around the new digital citizenship curriculum and implement the curriculum in Year 1. The School will hold parent workshops on digital citizenship to promote a safe environment for all students. The School will provide training and support for Advisory and other non-scholastic support for students. The School will support site-based student clubs.

best practices around the new digital citizenship curriculum and implement the curriculum in Year 1. The School will hold parent workshops on digital citizenship to promote a safe environment for all students. The School will provide training and support for Advisory and other non-scholastic support for students. The School will support site-based student clubs.

### Budgeted Expenditures

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

Unchanged Goal

### Goal 8

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

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

State Priorities: 7. Course access  
Local Priorities:

#### Identified Need:

To provide access to a broad course of study.

#### Expected Annual Measurable Outcomes

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

# Planned Actions / Services

Complete a copy of the following table for each of the 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

As stated above, provide highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. Provide students with an array of learning (as described in the schools charter) in science, technology, arts, music, and PE

**2018-19**

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

Unchanged Action

As stated above, provide highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. Provide students with an array of learning (as described in the schools charter) in science, technology, arts, music, and PE

**2019-20**

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

Unchanged Action

As stated above, provide highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. Provide students with an array of learning (as described in the schools charter) in science, technology, arts, music, and PE.

# Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$2,297,056	\$0	\$0
Source	LCFF		
Budget Reference	1000-1999 Certificated Salaries; Teacher Salaries	; NA	; NA
Amount	\$0	\$1,707,240	\$0
Source		LCFF	
Budget Reference		1000-1999 Certificated Salaries; Classroom Teacher Salaries (does not include SPED, STEM, Art, Music, PE, Electives, Balanced Literacy)	; NA
Amount	\$0	\$317,359	\$0
Source		LCFF	
Budget Reference		1000-1999 Certificated Salaries; STEM, PE, Art, Music, Electives	; NA
Amount	\$0	\$47,951	\$49,500
Source		LCFF	LCFF
Budget Reference		2000-2999 Classified Salaries; Music	2000-2999 Classified Salaries; Music



## Action 2

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

English Learners, Foster Youth, Low Income

**Scope of Services:**

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

Schoolwide

**Location(s):**

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

All Schools

## Actions/Services

**2017-18**

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

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 Walk Through-Intensive 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:

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 Walk Through-Intensive 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:

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 Walk Through-Intensive Field Trips, Retreats, sports teams, robotics teams, and any other WISH affiliated learning activity).

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$27,157	\$0	\$0
Source	LCFF		
Budget Reference	1000-1999 Certificated Salaries; Teacher Salaries	; NA	; NA
Amount	\$0	\$25,000	\$25,000
Source		LCFF	LCFF
Budget Reference		5000-5999 Services and Other Operating Expenses; Field trips, sports, robotics, etc.	5000-5999 Services and Other Operating Expenses; Field trips, sports, robotics, etc.

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds:

\$271,915

Percentage to Increase or Improve Services:

3.00%

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

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

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

Goal 3, Action 2

Goal 4, Action 2

Goal 4, Action 3

Goal 5, Action 1

Goal 8, Action 2

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, WEB instructors, counselors, additional paraprofessionals, and additional clerical staff work alongside our teachers with certain 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 WEB supports are designed specifically to support low income, foster youth, and English learners as they provide modeling, reteaching, and dynamic displays allowing for the students to learn at their just right level. These programs and social emotional supports are also used 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.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds:

Percentage to Increase or Improve Services:

\$262,136

4.59%

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

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

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

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Goal 4, Action 3

Goal 5, Action 1

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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, WEB instructors, counselors, additional paraprofessionals, and additional clerical staff work alongside our teachers with certain 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 WEB supports are designed specifically to support low income, foster youth, and English learners as they provide modeling, reteaching, and dynamic displays allowing for the students to learn at their just right level. These programs and social emotional supports are also used 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	\$4,244,772	\$4,846,771	\$2,675,833
1000-1999 Certificated Salaries	2,852,763	3,494,583	1,222,226
2000-2999 Classified Salaries	746,306	764,022	694,943
3000-3999 Employee Benefits	23,396	22,127	22,925
4000-4999 Books and Supplies	10,267	10,293	10,500
5000-5999 Services and Other Operating Expenses	612,040	555,746	725,239

Expenditures by Funding Source			
Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Funding Sources	\$4,244,772	\$4,846,771	\$2,675,833
Other Federal Funds	110,617	142,402	147,580
Other State Revenues	332,051	370,904	660,996
Other Local Revenues	36,277	40,449	44,000
LCFF Base/Not Contributing to Increased or Improved Services	3,593,347	4,150,478	1,642,432
LCFF S & C/Contributing to Increased or Improved Services	172,480	142,538	180,825

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	\$4,244,772	\$4,846,771	\$2,675,833

1000-1999 Certificated Salaries	Other Federal Funds	110,617	142,402	147,580
1000-1999 Certificated Salaries	Other State Revenues	332,051	370,904	660,996
1000-1999 Certificated Salaries	Other Local Revenues	36,277	40,449	44,000
1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	2,307,430	2,874,705	297,750
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	66,388	66,123	71,900
2000-2999 Classified Salaries	LCFF Base/Not Contributing to Increased or Improved Services	722,377	744,127	673,443
2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	23,929	19,895	21,500
3000-3999 Employee Benefits	LCFF S & C/Contributing to Increased or Improved Services	23,396	22,127	22,925
4000-4999 Books and Supplies	LCFF S & C/Contributing to Increased or Improved Services	10,267	10,293	10,500
5000-5999 Services and Other Operating Expenses	LCFF Base/Not Contributing to Increased or Improved Services	563,540	531,646	671,239
5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	48,500	24,100	54,000

**Expenditures by Goal and Funding Source**

Funding Source		2019
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All students, including all unduplicated students and students with exceptional needs, will have access to standards-aligned (including Common Core) materials and additional instructional materials as outlined in our charter petition: WISH will fully implement the Common Core in Math by 2014-15 and ELA by 2015-16. WISH will begin to transition to NGSS in the 2016-17 school year and complete the transition by end of 2017-18 school year

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

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

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

All Funding Sources	\$606,139
LCFF Base/Not Contributing to Increased or Improved Services	606,139
Parent involvement will continue to be a cornerstone of WISHs school operations, with parent representatives on the Board of Directors, WCA Governance Council, and WCA School Site Council, volunteering at school and engaged via frequent and myriad home-school communications.	
All Funding Sources	\$26,000
LCFF Base/Not Contributing to Increased or Improved Services	24,000
LCFF S & C/Contributing to Increased or Improved Services	2,000
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 and demonstrate growth as individual students.	
All Funding Sources	\$1,905,294
Other Federal Funds	147,580
Other State Revenues	660,996
Other Local Revenues	44,000
LCFF Base/Not Contributing to Increased or Improved Services	907,793
LCFF S & C/Contributing to Increased or Improved Services	144,925
EL students will advance at least one grade level on the CELDT (or other available external and internal assessments) each year and WISHs reclassification rate will meet or exceed the Districts rate; ELs will meet annual AMAOs.	
All Funding Sources	\$8,900
LCFF S & C/Contributing to Increased or Improved Services	8,900
School will continue to maintain a high ADA rate.	
All Funding Sources	\$45,000
LCFF Base/Not Contributing to Increased or Improved Services	45,000
School will continue to maintain low < 1% suspension and expulsion rates.	
School will reduce bullying through consistent implementation of the Schoolwide Discipline Policy and Positive Behavioral Support Policies	
All Funding Sources	\$0

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

All Funding Sources	\$74,500
LCFF Base/Not Contributing to Increased or Improved Services	49,500
LCFF S & C/Contributing to Increased or Improved Services	25,000

**Annual Update Expenditures by Goal and Funding Source**

Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual
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All students, including all unduplicated students and students with exceptional needs, will have access to standards-aligned (including Common Core) materials and additional instructional materials as outlined in our charter petition: WISH will fully implement the Common Core in Math by 2014-15 and ELA by 2015-16. WISH will begin to transition to NGSS in the 2016-17 school year and complete the transition by end of 2017-18 school year

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

All Funding Sources	\$10,000	\$9,841
LCFF Base/Not Contributing to Increased or Improved Services	10,000	9,841

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

All Funding Sources	\$508,541	\$449,407
LCFF Base/Not Contributing to Increased or Improved Services	508,541	449,407

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

All Funding Sources	\$22,199	\$22,898
LCFF Base/Not Contributing to Increased or Improved Services	22,199	22,898



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

All Funding Sources	\$1,555,671	\$1,802,171
Other Federal Funds	110,617	142,402
Other State Revenues	332,051	370,904
Other Local Revenues	36,277	40,449
LCFF Base/Not Contributing to Increased or Improved Services	937,855	1,114,631
LCFF S & C/Contributing to Increased or Improved Services	138,871	133,785

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

All Funding Sources	\$8,609	\$8,753
LCFF S & C/Contributing to Increased or Improved Services	8,609	8,753

School will continue to maintain a high ADA rate.

All Funding Sources	\$42,202	\$49,920
LCFF Base/Not Contributing to Increased or Improved Services	42,202	49,920

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

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

All Funding Sources	\$0	\$0
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Every student at WISH receives high quality technology instruction, PE, Art, Music, and Horticulture at least once a week. Students in grades 3-6 participate in intensive in-school and out of school field trips to augment their learning program. In addition, all students have access to afterschool enrichment programs that include Lego Robotics, a myriad of sports, and Botball. As part of our whole scholar approach to education, all students, including all unduplicated students and students with exceptional needs, will have access to academic and educational enrichment programs as outlined in the schools charter.

All Funding Sources	\$2,097,550	\$2,503,781
LCFF Base/Not Contributing to Increased or Improved Services	2,072,550	2,503,781
LCFF S & C/Contributing to Increased or Improved Services	25,000	0

