LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: WISH Academy High School
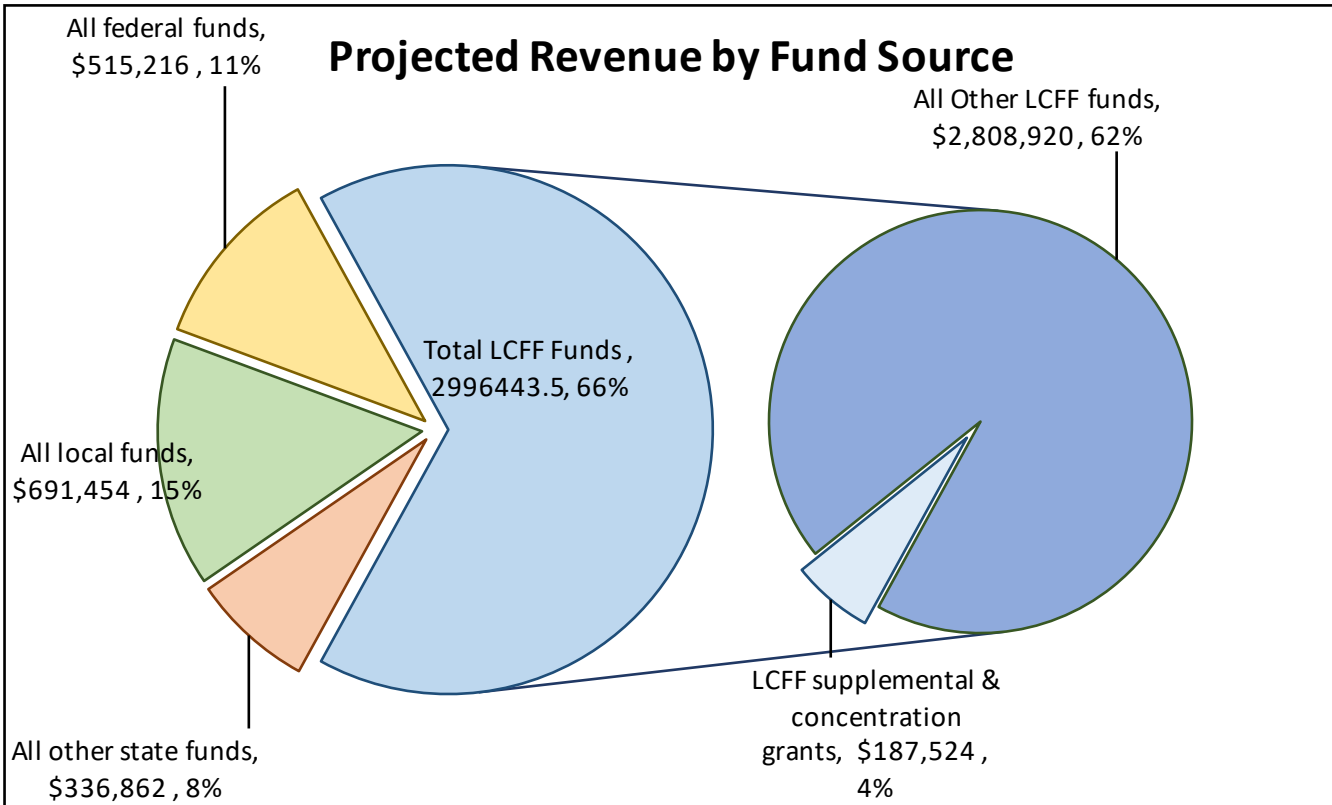
CDS Code: 19-64733-0125632

School Year: 2021 – 22

LEA contact information: Shawna Draxton 310-642-9474 sdraxton@wishcharter.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

All federal funds, $515,216 , 11%

All Other LCFF funds, $2,808,920 , 62%

Total LCFF Funds , 2996443.5, 66%

All local funds, $691,454 , 15%

LCFF supplemental & concentration grants, $187,524 , 4%

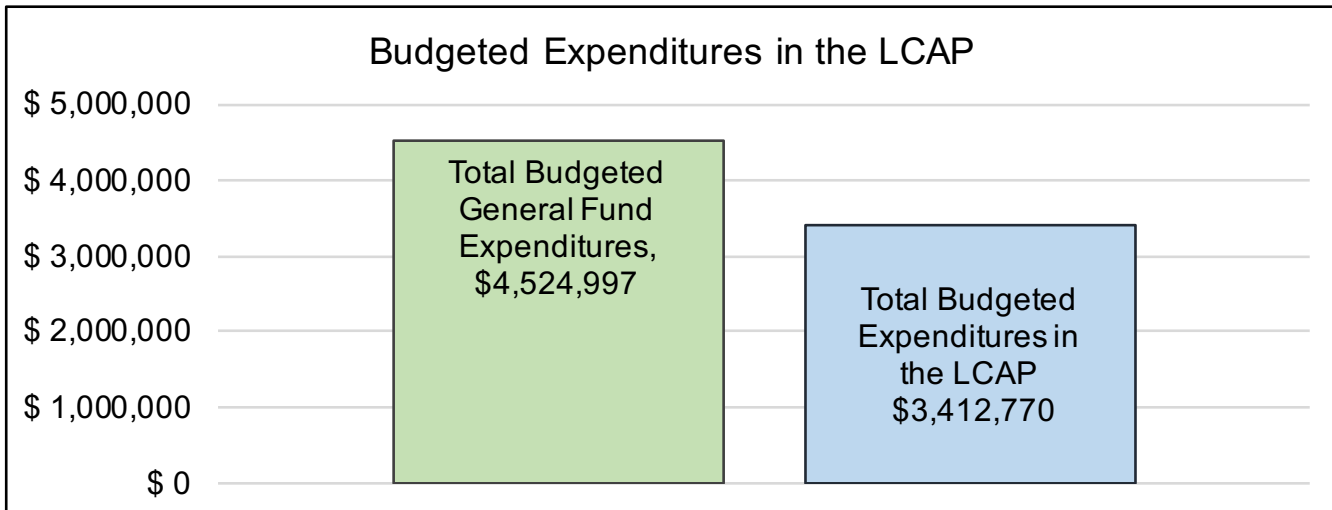All other state funds, $336,862 , 8%

This chart shows the total general purpose revenue WISH Academy High School expects to receive in the coming year from all sources.

The total revenue projected for WISH Academy High School is $4,539,975.00, of which $2,996,443.50 is Local Control Funding Formula (LCFF), $336,861.50 is other state funds, $691,454.00 is local funds, and $515,216.00 is federal funds. Of the $2,996,443.50 in LCFF Funds, $187,524.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

LCFF Budget Overview for Parents

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $4,524,997

Total Budgeted Expenditures in the LCAP $3,412,770

(Chart axis: $5,000,000 / $4,000,000 / $3,000,000 / $2,000,000 / $1,000,000 / $0)

This chart provides a quick summary of how much WISH Academy High School plans to spend for 2021 – 22. shows how much of the total is tied to planned actions and services in the LCAP.

WISH Academy High School plans to spend $4,524,996.80 for the 2021 – 22 school year. Of that amount, $3,412,770.00 is tied to actions/services in the LCAP and $1,112,226.80 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
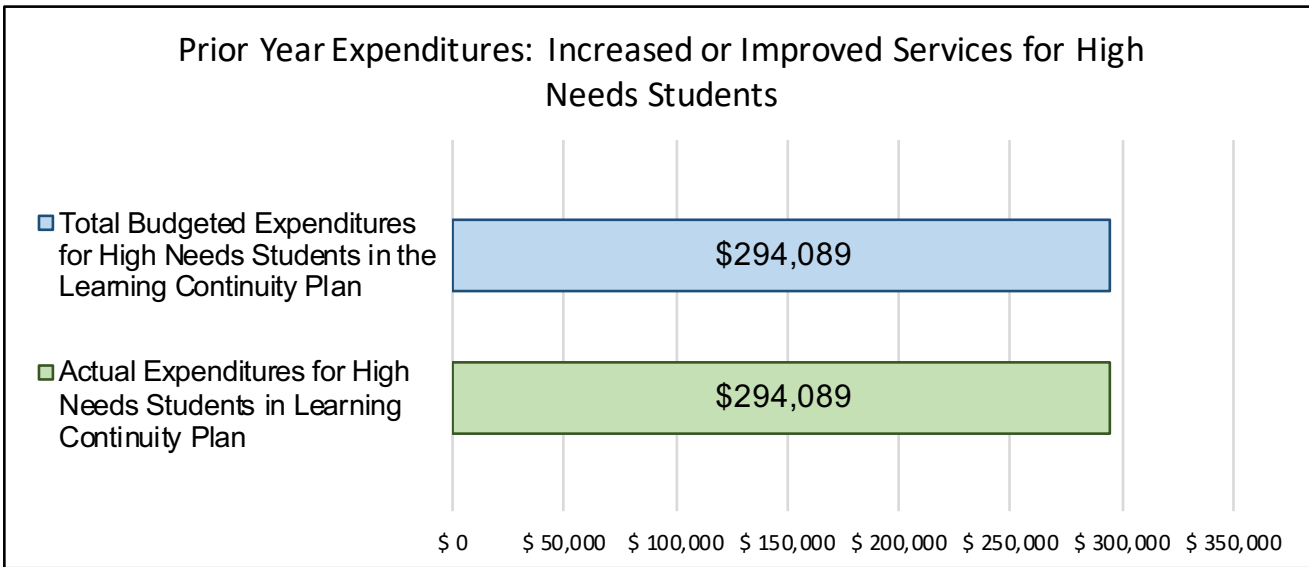
The Learning Continuity Plan does not include salaries for instructional or administrative staff not specifically focused on plan objectives. It also excludes facilities costs, insurance and other admin costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 Sch Year

In 2021 – 22, WISH Academy High School is projecting it will receive $187,524.00 based on the enrollment foster youth, English learner, and low-income students. WISH Academy High School must describe how it intends to increase or improve services for high needs students in the LCAP. WISH Academy High School plans to spend $448,207.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — $294,089

☐ Actual Expenditures for High Needs Students in Learning Continuity Plan — $294,089

$ 0 $ 50,000 $ 100,000 $ 150,000 $ 200,000 $ 250,000 $ 300,000 $ 350,000

This chart compares what WISH Academy High School budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what WISH Academy High School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, WISH Academy High School's Learning Continuity Plan budgeted $294,089.00 for planned actions to increase or improve services for high needs students. WISH Academy High School actually spent $294,089.00 for actions to increase or improve services for high needs students in 2020 – 21.

Annual Update

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan(LCAP).

Goal 1

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic
Local Priorities:

Annual Measurable Outcomes

Expected		Actual
Teacher Credentials	**2019-20** 100%	All core classroom teachers hold a valid CA Teaching Credential and all teachers were appropriately assigned,

Actions / Services

Goal 1, Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Offer competitive salaries to attract and recruit highly qualified and experienced teachers. Ensure verification of proper credentials prior to start of employment.	$933,768 - LCFF - 1000-1999 Certificated Salaries - 1110 Salaries	$1,209,505 - LCFF - 1000-1999 Certificated Salaries - non-SPED teacher salaries

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions were implemented

A description of the successes and challenges in implementing the actions/services to achieve the goal.

In order to combat the State teaching shortage, WISH offered a hard-to-hire stipend to teachers holding a science, math or SpED credential

Goal 2

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

State and/or Local Priorities Addressed by this goal:

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

Annual Measurable Outcomes

Expected		Actual

| Annual SARC Process | 2019-20 100% for grades 9, 10 & 11 | All students, including statistically significant student subgroups, unduplicated students with exceptional needs (including foster youth), had access to standards-aligned materials and additional instructional materials as outlined in the charter petition. |

Actions / Services

Goal 2, Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Purchase Common Core-aligned texts and instructional materials (including online curriculum) for all grade levels after careful review by staff and stakeholder input.	$18,600 - Other State Revenues - 4000-4999 Books and Supplies - Object 41110 & 4210 $0 - Moby Max100% Achieve3000 30%	$33,773 - LCFF - 4000-4999 Books and Supplies - books and curriculum not tagged elsewhere $6,589 - LCFF - 4000-4999 Books and Supplies - Moby Max100% Achieve3000 30%

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

| All actions were implemented |

A description of the successes and challenges in implementing the actions/services to achieve the goal.

| No challenges, all students have standards aligned materials |

Goal 3

| School facilities will be clean and maintained in good repair. |

State and/or Local Priorities Addressed by this goal:

| State Priorities: 1. Basic; 6. School climate
Local Priorities: |

Annual Measurable Outcomes

Expected	Actual
Office Support Staff completes Daily Inspection Sheets two times a day.	2019-20 All facilities clean and in working order > 90% compliance/good standing two times a day.	Office Support Staff completed Daily Inspection Sheets two times a day with >90% good standing rating for all days that school was learning in person.

Actions / Services

Goal 3, Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: Risk management site inspections of campus by property and liability carrier. Correct all areas identified in need of repair or	$151,098 - LCFF - 5000-5999 Services and Other Operating Expenses - Prop 39 Rent $16,352 - LCFF - 5000-5999 Services and Other Operating Expenses - General Insurance $4,200 - LCFF - 5000-5999 Services and Other Operating Expenses - Vendor Repairs Budget	$144,145 - LCFF - 5000-5999 Services and Other Operating Expenses $0 $0 $7,596 - LCFF - 2000-2999 Classified Salaries

replacement.	$6,000 - LCFF - 2000-2999 Classified Salaries - Site Support Staff	

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions were implemented

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The greatest challenge is that we co-locate on LAUSD campuses and their maintenance and operations staff are responsible for multiple schools on the same site

Goal 4

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

State and/or Local Priorities Addressed by this goal:

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

Annual Measurable Outcomes

Expected		Actual
Documentation of teacher participation in CCSS-aligned professional development; implementation of CCSS-aligned curriculum	**2019-20** 100% math and ELA Common Core Implementation for 9th, 10th & 11th grades	CCSS in ELA, Math, Social Studies, and NGSS was fully implemented for all students, including all student subgroups, unduplicated students and students with exceptional needs.

Actions / Services

Goal 4, Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Faculty will utilize Common Core-aligned texts and instructional materials to design curriculum and pacing guides that include opportunities for students to engage in critical thinking tasks and differentiated instruction as they master State content standards. Teachers will participate in summer and ongoing professional development on the implementation of CCSS and new CCSS-aligned assessments.	$0 - LCFF - 1000-1999 Certificated Salaries - Goal 1, Action 1	$0 - duplicate expense

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

N/A

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Duplicate expense

Goal 5

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Documentation of parent meeting attendance and agendas; results of surveys **2019-20** At least 85% of parents will attend at least two school events each year; 95% will attend parent-teacher conferences. Three or more parents will serve on the WCA Governance Council and 3 parents will lead the WCA School Site Council, at least one will be a parent of a child with a disability. Parent satisfaction rates, based on annual surveys, will be > 85%.	Over 85% of parents attended at least two school events; 95% attended parent-teacher conferences. Three parents served on the WCA Governance Council and 3 parents led the WCA School Site Council, one is a parent of a child with a disability. Parent satisfaction rates, based on annual surveys, was > 85%

Actions / Services

Goal 5, Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Parents will receive frequent and clear communications about school meetings and events through multiple modes of communication: website, email, newsletters, annual Handbook and an annual calendar of meetings and events. School Site Council (SSC) will be trained on using Emma, Illuminate, and other communications tools. Parents will be strongly encouraged to attend twice annual parent-teacher conferences. All parents will be encouraged to run for elected positions on the Board of Directors and SSC and to attend meetings of these groups.	$5,000 - LCFF - 5000-5999 Services and Other Operating Expenses	$4,036 - LCFF - 5000-5999 Services and Other Operating Expenses

Goal 5, Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners Scope of Service: Schoolwide Location: All Schools Increase the use of interpreters to make sure that all families are included. Interpreters will now be available for parent-teacher conferences, WCA meetings, Community Education night meetings, IEPs etc.	$1,000 - LCFF - 5000-5999 Services and Other Operating Expenses	$0 - no expenses identified

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions were implemented. Unspent funds were reallocated to EL intervention software

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Our communications are very regular and successfully reach most parents weekly. In house staff were used as interpreters.

Goal 6

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

State and/or Local Priorities Addressed by this goal:

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

Annual Measurable Outcomes

Expected		Actual
CAASP	**2019-20** Establish benchmark with first class of 11th graders on CAASPP.	CAASP testing was canceled due to COVID-19.

Actions / Services

Goal 6, Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Provide highly qualified educational support personnel (Assistive Technology Personnel, Visual Impairment Specialist, SpEd teachers, Psychologist, Counselor, Physical Therapist, Speech Pathologist, Paraprofessionals, Board Certified Behavioral Analyst Support) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. Provide 15 days of professional development, on-site staff meetings, and classroom-embedded Page 20 of 37 professional development to support tiered intervention, in additional to regular teacher collaboration time to improve and support student achievement and college-readiness. Provide intervention, support and additional resources for instructional staff to continuously monitor student achievement using Multi-Tiered Systems of Support (team meetings, benchmark assessments, ELD Folders, SST meetings, GATE Meetings, and other assessments and protocols). Provide additional adult support and intervention services for students including counseling or psycho-social support, afterschool tutoring and enrichment programs will be provided for each student that is identified as having a need in these areas.	$75,000 - Other State Revenues - 5000-5999 Services and Other Operating Expenses $65,000 - LCFF - 1000-1999 Certificated Salaries	$52,797 - LCFF - 5000-5999 Services and Other Operating Expenses - Special Education Services $200,398 - LCFF - 1000-1999 Certificated Salaries - Certificated SPED Salaries $92,569 - LCFF - 2000-2999 Classified Salaries - Classified SpED Staff

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions were implemented but testing was canceled at the last minute

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The challenge was that CAASPP testing was canceled due to COVID

Goal 7

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement
Local Priorities:

Annual Measurable Outcomes

Expected		Actual
CELDT or other available external assessments; ELD Folders	**2019-20** Achieve similar or higher rate of EL growth on the CELDT/ELPAC each year. Meet or exceed the Districts EL reclassification rate; meet or exceed annual AMAOs.	CELDT testing was canceled due to COVID-19

Actions / Services

Goal 7, Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners Scope of Service: Location: All Schools Implement the LAUSD English Learner Master Plan. Provide highly qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs. Provide New teacher assistance and support (BTSA), specifically relating to ELs. Provide professional development activities focused on CCSS implementation with ELs. EL students will have additional support in gaining CCSS - aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction. Re -designated ELs will continue to be supported via a multi - tiered system including support for struggling readers. Provide appropriate intervention and support for EL students via technology -based and differentiated instruction, intervention support, enrichment and progress monitoring.	$3,600 - LCFF - 5000-5999 Services and Other Operating Expenses - Clear Credential Reimbursement Program $500 - LCFF - 1000-1999 Certificated Salaries - LAT Committee Stipend	$0 $625 - LCFF - 1000-1999 Certificated Salaries $844 - LCFF - 2000-2999 Classified Salaries - EL Coordinator

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions were implemented but testing was canceled due to COVID. Unused funds were applied to EL supports and tutors in the reading lab

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Testing was canceled due to COVID

Goal 8

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement
Local Priorities:

Annual Measurable Outcomes

Expected		Actual
AP exam scores; transcripts.	**2019-20** 1st AP (or similar) classes offered; Meet or exceed the Districts AP test passing average	AP exams were disrupted by COVID-19 but some students were able to take exams in some subjects. WISH students' passing rate was 47% as compared to LAUSD's rate of 48%

Actions / Services

Goal 8, Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Teachers will attend appropriate training for AP.	$3,000 - Other Federal Funds - 5000-5999 Services and Other Operating Expenses - PD	$1,500 - Other Federal Funds - 5000-5999 Services and Other Operating Expenses - PD

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions were implemented. Some teachers were trained in 2018-19. Unspent funds were used for after school tutoring of AP students

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Teachers attended professional development. Some students were able to take exams despite COVID but others had a tough time studying during distance learning

Goal 9

Maintain a high ADA rate, and limit chronic absenteeism.

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement
Local Priorities:

Annual Measurable Outcomes

Expected		Actual
ADA Rate	**2019-20** ADA rate is > 95%	Actual ADA in 2019-20 was 95.89%

Actions / Services

Goal 9, Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools The office manager will monitor student attendance and communicate with families. Parent outreach and communications will continue to stress the importance of attendance and arriving	$64,260 - LCFF - 2000-2999 Classified Salaries - Office Manager	$77,112 - LCFF - 2000-2999 Classified Salaries

at school on time each day. Truancy letters will be sent on schedule.

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions were implemented

A description of the successes and challenges in implementing the actions/services to achieve the goal.

No challenges, the ADA rate was as expected

Goal 10

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement
Local Priorities:

Annual Measurable Outcomes

Expected		Actual
ADA rates; dropout rates	**2019-20** The dropout rate will be equal to, or less than, that of comparison schools.	WISH Academy's dropout rate is 0%

Actions / Services

Goal 10, Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools The office manager will monitor student attendance and communicate with families. Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day. The School will provide training and support for Advisory and other non-scholastic support for students. The School will support site-based student clubs.	$0 - See Goal 9, Action 1	

Goal 10, Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: All Schools Additional adult support and intervention services for students including counseling/psychosocial support, afterschool tutoring	$132,123 - LCFF - 1000-1999 Certificated Salaries - Certificated Pupil Support	$159,008 - LCFF - 1000-1999 Certificated Salaries - Certificated Supprot

and enrichment programs are provided for each student that is identified as having a need in these area.

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions were implemented

A description of the successes and challenges in implementing the actions/services to achieve the goal.

No students dropped out due to the additional support provided by WISH's counselors and other support staff

Goal 11

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Graduation rates	**2019-20** n/a - 9th, 10th & 11th grades only	n/a - 9th, 10th & 11th grades only

Actions / Services

Goal 11, Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools The school will provide training and support for Advisory and other non-scholastic support for students. The students will receive support site-based clubs. The students will participate in a check in meeting with the school counselor to complete a graduation plan. The graduation plan will be reviewed with the student and a certificated staff member once a semester. All graduation plans will be signed by the students parent. Follow up 1:1 meetings will be required for all students and their parents who are at risk of not graduating.	$0 - See Goal 6, Action 1	

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

N/A

A description of the successes and challenges in implementing the actions/services to achieve the goal.

N/A

Goal 12

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 6. School climate
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Student suspension rate; student expulsion rate	**2019-20** Both suspension and expulsion rates will be less than 1%	Both suspension and expulsion rates were less than 1%

Actions / Services

Goal 12, Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Teachers will receive support and training in best practices regarding positive behavioral support, classroom management and crisis intervention. The school will provide training and support for Advisory and other non-scholastic support for students. The school will implement schoolwide positive behavior support systems including, Check In Check Out System, Restorative Justice Practices, and Parent Check Ins The School will support site-based student clubs.	$10,000 - LCFF - 5000-5999 Services and Other Operating Expenses	$19,816 - LCFF - 5000-5999 Services and Other Operating Expenses

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions were implemented

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Both suspension and expulsion rates were less than 1% and we will continue to provide teachers and staff with the supports they need to keep the numbers this low

Goal 13

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

State and/or Local Priorities Addressed by this goal:

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

Annual Measurable Outcomes

	Expected	Actual
Stakeholder Surveys.	**2019-20** Achieve >85% positive results on Annual Stakeholder Satisfaction Surveys	Annual Stakeholder Satisfaction Surveys show >85% positive results

Actions / Services

Goal 13, Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Parents will complete stakeholder surveys that embody the mission, vision, and tenets of the high school to determine school climate.	$0 - General Supply expenses--not tracked	

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

> All actions were implemented

A description of the successes and challenges in implementing the actions/services to achieve the goal.

> The greatest challenge of 19-20 was when all students had to pivot to distance learning. Parents let us know that they were very happy with the outcome.

Goal 14

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 7. Course access
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Teacher Lesson Plans; SARC; WASC Accreditation Review	**2019-20** 100% of students will participate in engaging electives.	All students at WISH Academy were able to participate in engaging activities, even after the school closed due to COVID-19

Actions / Services

Goal 14, Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools School will ensure course offerings include a wide variety of enrichment opportunities and college-preparatory arts and technology courses.	$0 - See Goal 1, Action 1	

Goal 14, Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement	$24,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Field Trips	$0

Students to be Served: Foster Youth, Low Income

Scope of Service:

Location:

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

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The funds set aside for the retreat were not used because of COVID but were used instead to support Distance Learning

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The retreat was canceled.

Goal 15

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 8. Other pupil outcomes
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Student folders/report cards.	**2019-20** 95-100% of students with IEPs will meet the annual goals stated in their IEPs	95-100% of students with IEPs met the annual goals stated in their IEPs

Actions / Services

Goal 15, Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Provide differentiated instruction, depth and complexity for all students. Provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, SST meetings, and other assessments and protocols. Provide additional support and intervention services for students including counseling/psycho-social support, afterschool tutoring and enrichments.	$100,464 - LCFF - 2000-2999 Classified Salaries - Paraprofessional Salaries	$89,388 - LCFF - 2000-2999 Classified Salaries - Paras not coded to SpED

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions were implemented

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Most students met their annual goals in spite of finishing the year in Distance Learning

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Plastic barriers to protect faculty, staff, students	10,000	1,623	N
Masks (disposable)	1,200	1,561	N
Masks (washable)	3,000	0	N
No touch thermometer	150	853	N
Safety Signs- 6'distance, hand washing	2,000	1,468	N
Disinfectant wipes	750	688	N
Document Cameras for teachers (5)	1,500	758	N
Headphones	1,000	675	N
Lapel Mics for teachers $50 x 44 teachers	1,100	0	N
In classroom paraprofessional support to assist teachers with in-person student support and synchronous instruction support through the conferencing portal for students who are learning remotely (excludes the 10 listed below)	50,000	0	Y

ELD Learning Loss Mitigation Support Instruction based on assessments	2,000	0	Y
SPED Learning Loss Mitigation Support Instruction based on assessments	2.000	0	Y
Homeless and At-Risk students Learning loss mitigation Support Instruction based on assessments	2,000	0	Y

Actions Related to In-Person Instructional Offerings

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

We used LCFF funds to cover some of the expenses listed above, the paraprofessional budget is included under the distance learning section below because students spent the majority of the school year in our Distance Learning program. We spent more on PPE that originally budgeted due to the safety protocols required for the safe return to campus.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

WISH returned students to campus to begin the roll out of our hybrid program beginning in April 2021. The most vulnerable students returned to campus first, followed by a roll-out of the rest of the school. The majority of students returned to campus with the balance choosing to remain in the distance learning program.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Full summer school program: Teachers' & Paras salaries	10,000	0	Y
6 x Paraprofessionals: August – December	42,000	98,671	Y
Mental Health Supports: August – December	79,589	186,059	Y
Chromebooks for all students (summer)	30,000	30,825	Y
iPads for students who use alternative modes of communication	1500	0	Y
GoGuardian online protections services	3,750	3,834	N
StopIt online bullying	500	118	N
Canvas for all grade levels to support Big Blue Button Video Conferencing	5,500	2,218	N
MacBooks for teachers and paraprofessionals	5,000	0	N
Internet support from home	3,000	4,900	Y
Headphones	1,500	0	N
Document Cameras	900	0	N
Additional musical instruments to accommodate DL	600	0	N
Digital lesson planning tools:	5,068	0	Y
Digital Curriculum Additions Digital Comp	1,400	0	Y

APEX Classes – summer session only	2,000	0	Y
Distance Learning Software to support synchronous and asynchronous instruction (Core, specialty)	10,000	17,728	N
Professional development stipends for distance learning training	4,000	0	N
1:1 Instructional Coaching Learning Loss Mitigation tutoring- EL	2,000	0	Y
1:1 Instructional Coaching Learning Loss Mitigation tutoring- SPED	2,000	0	Y
1:1 Instructional Coaching Learning Loss Mitigation tutoring- Unsheltered/homeless students	2,000	0	Y
1:1 Instructional Coaching Learning Loss Mitigation tutoring- Foster Care	2,000	0	Y
Zoom Business Accounts (2 per school @ $130)	260	1,776	Y
Docusign Accounts - 2 x $300	600	81	N
Hands on Materials stipends for teachers to distribute additional materials for families to pick up each Friday	5,000	0	Y
Zoom for Education Organization Wide accounts	5,000	0	N
ASL Interpreter	10,000	0	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Due to the unprecedented nature of the pandemic and its effect on schools, it was impossible to reliably predict what would be needed to successfully run a distance program. It turned out that WAHS needed more paraprofessional support that initially projected and we increased the mental health supports as well. The 1:1 instructional coaching budgets are included in the paraprofessional budget.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

The Distance Learning program offered by WAHS was very successful. WAHS distributed over 250 Chromebooks to students plus a significant number of hotspots. Weekly distributions of materials, books, art supplies and lunches were provided throughout the period when access to campus was not allowed. WAHS paraprofessionals and counselors supported students with afterschool tutoring, clubs and other social emotional learning activities. Annual school events were held via Zoom and were well-attended and appreciated by both students and parents. WISH held weekly community addresses to our community to keep everybody informed and connected to the school.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Supplemental and Enrichment materials	20,000	0	Y
Interpreters	7,000	0	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Supplemental and Enrichment materials were provided each week and are included in our LCFF budget. Other actions taken to mitigate learning loss are included in our distance learning analysis above.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

WAHS provided a full summer program led by teachers and overseen by administrators to ensure that every single student who was interested or determined to need additional instruction could receive four hours a day of instruction to mitigate any learning loss and to support advancement. The cost for additional resources purchased for this program such as Chromebooks, educational software and assessment tools are included in the budget above.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The following supports were provided:

- Professional development was provided for staff to help support students who have experienced trauma or other adverse events during distance learning/shelter in place orders.
- Students had opportunities to join social clubs, virtual affinity groups and sports
- Students had access to supervised Big Blue Button/ZOOM rooms during recess/social times
- 1:1 social emotional and academic counseling was provided
- StopIt! Anti-bullying app for the students was implemented
- Annual school events were held via Zoom
- At risk students were actively monitored for attendance and well-being through regular check-ins with teachers and counselors

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

All of WISH's efforts to engage the community were met with enthusiasm by the community. We tried to keep all the usual events in place and conduct them using zoom. Back to School night, parent/teacher conferences, and the weekly community addresses were very well received and have continued virtually into the 2021-22 school year.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

All students were able to order lunches and FRPL students had lunch provided. All lunches for the week were distributed on Mondays.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Nutrition	All students can order lunches, students who receive free or reduced lunch will have lunch provided, all meals will be distributed on Monday	0	0	Y
Safe service Food Distributors	Staff members will ensure all students who are eligible for FRLP order lunch through the online system. Save	20,000		Y

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	service food servers will assemble Monday lunch program packets and distribute them on the valet line.			

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Los Angeles had a robust network of centers that were distributing lunches throughout the city and many WISH families chose to get food from a center closer to their residence.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Stakeholders utilized the success and challenges of the 2020-21 school year to inform the goals of the 2021-24 LCAP. Student engagement and learning loss mitigation is emphasized as is social emotional learning and family engagement

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs:

All Pupils- Educators will immediately assess pupils in all core areas, use the data to influence a tiered approach to instruction, and build supports and lessons around filling gaps and accelerating growth. Educators will provide daily synchronous instruction in every core area and 1:1 and small group synchronous instruction for students who require additional direct support. All students will participate in asynchronous learning experiences using educational software designed to find and fill gaps and to provide accelerated learning.
Additional supports for English Learners- 1:1 sessions with educators to facilitate learning; additional conferences with parents and interpreters to facilitate access and understanding of resources and expectations

Additional supports for low-income pupils- supplemental and enrichment materials will be provided weekly on the pick up line and delivered if needed, additional check in from the office support staff to ensure students receiving FRLP have ordered lunch and and are accessing support and technology

Additional supports for foster youth- additional 1:1 conference regarding access to materials and supports, access to supplemental and enrichment materials on the valet line week

Additional supports for students with exceptional needs- Students who are highly gifted will continue to have integrated extensions in their synchronous learning environment and through honors and AP classes, and through 1:1 and small group video conferencing sessions with their teachers

Additional supports for students experiencing homelessness- additional weekly check in from the school counselor to ensure access and support needed is provided, including nutrition, supplemental and enrichment materials available through weekly valet system or by delivery if needed

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the description of actions and services and the actual actions and services

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
WISH Academy High	Shawna Draxton Executive Director	sdraxton@wishcharter.org 714-756-0591

Plan Summary 2021-2022

General Information

A description of the LEA, its schools, and its students.

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

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

Based on the success of WISH Community's TK-8 school, WISH HS continued to emphasize family collaboration and individualized support for all students to become caring, confident learners in a compassionate learning community that respects and values different interests, abilities, learning styles, ethnicities, and cultural backgrounds.

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

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

Our vision is for an inclusive and accessible learning community where all students, parents, and staff appreciate and value diversity and where all students will receive individualized supports that prepare them for successful lives. WISH's student population includes 15% of students with disabilities. As a school that centralizes inclusion, WISH embraces the educational research that emphasizes the enormous gains in core subjects, social-emotional health, language and speech, behavior, belonging, and post-school outcomes for people with disabilities. All
special education services are provided on a push-in basis within the context of the general education classroom. Students with disabilities learn with their same-age peers without disabilities in every single activity of the day ranging from those structured educational experiences within their classrooms to unstructured social interactions on the playground to full participation in our specialty art, music, technology, and PE instruction.

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

Reflections: Successes

As a 9th-12th grade demonstration site, WISH Academy has hosted ministers of education, superintendents, state education leaders, visiting professors, graduate students, and other influential educators from 26 US States and 12 countries who come to see how we apply the latest research and into effective teaching strategies. Our belief in sharing our knowledge stems from our modeling of the award-winning CHIME Charter Elementary School in Woodland Hills, named "Charter School of the Year" by the US Department of Education. And our impact has been recognized as WISH was named a SWIFT Knowledge Development Site by the University of Kansas due to exemplary work implementing our core tenets – one of only six schools in the US selected for this auspicious designation.

Reflections: Identified Need

As a growing high school and due to COVID 19 safeguards over the past several years there is limited data on the California Dashboard. Our 2019 data indicates that our suspension rate was green and the standards are met for materials, implementation of academic standards, parent and family engagement, school climate, and access to a broad course of study. For all pupils we are always working on improving our internal systems to support growth, development, achievement, college, and career readiness. Our teachers regularly implement progress monitoring using verified data sources and use the information obtained from the data to ensure that instructional is tailored to the needs of the pupils they serve. WISH Academy will continue to grow its relationships with families, the broader community, and the business community as we provide internship opportunities for students and access to real world learning opportunities.

LCAP Highlights

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, 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
8. Broad course of study

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

WISH has strong parent, educator, and community member partnerships. Regular meetings are scheduled with each group and during those meetings, there are opportunities for the draft LCAP to be reviewed. The LCAP proposal was shared and stakeholder input was gathered at faculty meetings, WCA Leadership meetings, WCA meetings, and School Site Council meetings. In addition, an additional LCAP stakeholder input and review opportunity was provided in the board meeting on 5/13/21 for public review and comment, and an additional meeting for all community members was held on 6/21/21.

A summary of the feedback provided by specific stakeholder groups.

-SSC wanted a small amount of funds set aside so they could make an action plan in August once teachers were able to build relationships with students and understand the specific needs of the pupils in the next school year
-Parent leaders from the WCA requested that additional funds be added for additional enrichment activities to occur with our unduplicated pupils

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

-A small amount of funds were set aside so that the SSC committees could make additional actions with their teams, once teachers were able to build relationships with students and understand the specific needs of the pupils in the next school year.
-Additional funds were added to support enrichment activities for our unduplicated pupils.

Goals and Actions

Goal

Goal #	Description
1	Academic Excellence

An explanation of why the LEA has developed this goal.

All students at WISH will be held to high standards of academic excellence. Teachers will be trained in innovative instructional practices, including depth, complexity, and honors strategies, and 100% of WISH students will have access to 1:1 devices and instructional materials that align with state standards. As a school that support social justice through inclusivity for ALL pupils, WISH embraces the educational research that emphasizes the enormous gains in core subjects, social-emotional health, language and speech, behavior, belonging, and post-school outcomes when students are educated together.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Academic content and performance standards for all students will be implemented daily in all periods, including English learners and the ELD standards according to our EL master plan as evidenced by SBAC and verified data assessments	WISH has no SBAC or CAST data for the 2018-2019 school year due to being a new school and there is no public data for the 19/20 and 20/21 school years. WISH will use Beginning of the Year Verified data assessments to monitor progress throughout each school. 5% growth will be expected for all students each year, including significant subgroups.				5% growth will be expected for all students each year, including significant subgroups until all groups meet or exceed the state's threshold which is 51% for math and 40% for ELA, 25% science-CAST.
School Facilities in "Good Repair": Clean, safe, and functional as determined by WISH's Facilities	All facilities clean and in working order > 90% compliance/good standing 2 x per day				All facilities clean and in working order > 90% compliance/good standing 2 x per day using using WISH facilities checklist

Checklist					
Reported ADA Rate	ADA Rate is at 98%; higher than usual due to distance learning; typically our ADA is around 96%				ADA Rate is above 96%
Percentage of pupils who have successfully completed a-g requirements and CTE courses from approved pathways.	WISH Academy's senior class of 2021 consisted of 67 students. Of this number, 2 students were on an alternative curriculum pathway and graduated with a certificate of completion. Of the remaining 65 students, 85% graduated having successfully completed A - G requirements. 14% of graduates completed High School meeting the minimum state standards required for graduation. WISH offers CTE classes but does not offer CTE pathways.				80% or greater of our pupils will graduate with A-G requirements met.
Percentage of English learners who progress in English proficiency (as measured by ELPAC)	WISH Academy had 4 students designated as EL in the 2020-2021 SY. One of these students is on a Locally Determined Alternate test. Of the 4 students identified as EL, 3 showed significant improvement in the English Scores across ELPAC and other internal assessments including IAB's during the 2020-2021 SY.				75% of our EL will demonstrate significant improvement as measured by going up one score level from their previous test.

English learner reclassification rate	WISH Academy had 4 students designated as EL in the 2020-2021 SY. One of these students is on a Locally Determined Alternate test. Our reclassification rate for the year was 25%				Greater than or equal to the state's average reclassification rate which was 8.6% for the 20-21 school year.
Percentage of pupils who pass AP exams with a score of 3 or higher	WISH Academy offered AP exams in 8 subject areas in the 2020-2021 School Year. 36 students opted to participate in AP testing and a total of 77 AP tests were administered. 23% of students taking AP exams passed with a score of 3 or higher.				Equal to or greater than 32% which was the pass rate for AP exams for California in 2020.
Drop Out Rates	0% WISH Academy did not have any students drop out during the 2020-2021 SY.				WISH will target being lower than or equal to the state rate which is on average 9% for dropping out of high school.
High School Graduation Rates	WISH Academy's first graduating class consisted of 67 students. 66 of these students graduated - 98.5%. One student remains enrolled at WISH ACADEMY on a 5-year graduation plan and is on target to graduate with the 2022 cohort.				84% of pupils graduate on average from California state and WISH will work to meet or exceed that threshold for WISH students
Chronic Absenteeism	WISH Academy enrollment for the 2020-2021 SY was 275				Equal to or less than 10% which is the chronic absenteeism rate for the state of California.

	students. 3.6% of these students qualified as Chronically Absent.				
Suspension rates	0% WISH Academy did not have any students suspended during the 2020-2021 SY.				0% suspension rate is the desired outcome
Expulsion Rate	0% WISH Academy had no expulsions during the 2020-21 school year				0% expulsion rate is the desired outcome
Pupils prepared for college by the Early Assessment Program (EAP) (as measured by 11th grade CAASPP scores indicating standard exceeded or standard met in ELA and Math)					
Statewide CAASPP assessments: ELA - SBAC, ELA - CAA Math - SBAC Math - CAA Science - CAST Science - CAA					

Actions

Action #	Title	Description	Total Funds	Contributing
1	Well-trained teachers, 1:1 chromebooks, and high quality Instructional materials.	WISH will provide all students with access to fully credentialed teachers and service providers, 1:1 Chromebooks, and high quality instructional materials that align with state standards.	$1,504,224.00	No

2	Provide clean, sanitized and well-maintained campuses	School facilities will be sanitised, cleaned and maintained in good repair with daily spot check and site Inspection Lists with > 90% of items in compliance or good standing.	$403,468.00	No
3	Invest in attendance monitoring staff & software	The attendance coordinator and office lead will 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.	$20,757.00	No
4	Student Engagement Coaching & Parent Support program	This program will provide unduplicated students with an additional resource to intervene with those engaging in school refusal, and/or who are missing more than 20% of school days through a BCBA or School Psychologist with behavioral background. This person will work directly with families and will collaborate with school-based staff to improve school attendance and engagement.	$18,676.00	Yes
5	Provide Literacy Intervention	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.	$5,000.00	Yes
6	Additional Supports for Unduplicated Students	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.	$157,859.00	Yes
7	Nutrition	WISH will provide a daily nutritious hot lunch to all students.	$57,361.00	No
8	Achieving/Low Income - Title 1	School Site Council committee funds to support learning for GATE student groups who are also low income, EL and foster youth	$5,000.00	Yes
9	English Learners - Title 1	School Site Council committee funds earmarked to enhance learning for EL students and families	$5,000.00	Yes
10	Special Education - Title 1	School Site Council committee funds earmarked to enhance learning for low income students with disabilities.	$5,000.00	Yes
11	Climate & Culture - Title 1	School Site Council committee funds earmarked to enhance school climate and culture for low income, English learners, and foster youth students	$5,000.00	Yes

Goal Analysis 2021-2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable to this year's LCAP cycle.	

An explanation of how effective the specific actions were in making progress toward the goal.

Not applicable to this year's LCAP cycle.	

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable to this year's LCAP cycle.	

Goal

Goal #	Description
2	Whole Scholar Approach

An explanation of why the LEA has developed this goal.

At WISH we are committed to serving the Whole Scholar. From the very first day that the students enter the campus, to each and every day thereafter, an emphasis on academic achievement and social-emotional growth and development is present and built upon. All students have high-quality music, art, physical education, library and technology from the outset. Interdisciplinary teams of teachers and specialists work together to make sure the instruction is meaningful and engaging for each and every child. Exceptional educators create strong parent partnerships and build connections with all students that we serve at WISH!

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Satisfaction surveys regarding whole scholar approach will exceed 80% in 'meets or exceeds' stakeholder expectations	80% of parents indicate we meet or exceed their expectations.				Satisfaction surveys regarding whole scholar approach will exceed 80% in 'meets or exceeds' stakeholder expectations

Actions

Action #	Title	Description	Total Funds	Contributing
1	Broad Course of Study	WISH Academy has four separate pathways available to all students - Engineering, Biomedical, VAPA and Civics. Students also have access to arts, music, sports, STEM and other electives and seminars. Plus there are many after school and lunch activities and clubs	$239,143.00	Yes

		that include CIF Sports, student council, technology, eSports teams, band, and Theatre.		
2	Enrichment Support - Scholarships	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).	$5,400.00	Yes

Goal Analysis 2021-2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable to this year's LCAP cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Not applicable to this year's LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
3	Social Justice Through Inclusion and Diversity

An explanation of why the LEA has developed this goal.

At WISH we believe that all children are gifted and valuable! From the outset, children learn in socially just classrooms that teach that diversity is valued! As these children grow up they are innovators and advocates for social, community, and workplace access and equity! Each class builds a strong, inclusive community together! Each summer teachers attend professional development institutes on gifted and talented education, Balanced Literacy, technology, and multi-tiered systems of support. Important academic, social, and ethical skills and attitudes are developed when students with various strengths, needs, and backgrounds learn together.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
The student population at WISH will reflect the natural diversity in the ability level of humans in the nation and thereby approximately 10% of pupils will have an identified disability, as evidenced by an IEP.	WISH currently serves the national average of school age pupils identified with disability ranging from- 10-13%.				The student population at WISH will reflect the natural diversity in the ability level of humans in the nation and thereby approximately 10% of pupils will have an identified disability, as evidenced by an IEP.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Classroom Supports for Full Inclusion	In order to provide a fully inclusive program, WISH provides highly qualified educational support personnel (Visual Impairment Specialist, SpEd teachers, Psychologist, Counselor, Physical Therapist, Occupational Therapist, Speech Pathologist, Paraprofessionals, Board Certified Behavioral Analyst Support) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. We will provide intervention support and additional resources for instructional staff to continuously monitor student achievement using 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.	$805,676.00	No
2	Implement EL Master Plan	EL students will advance at least one level on the ELPAC (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.	$1,629.00	Yes
3	Provide Robust Interpreting Services	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.	$500.00	Yes

Goal Analysis 2021-2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable to this year's LCAP cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Not applicable to this year's LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
4	Active Partnerships

An explanation of why the LEA has developed this goal.

WISH believes that it takes a village to raise children and will continue to partner with parents, teachers, students, community organizations, and Loyola Marymount University to achieve the WISH mission and vision.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Approximately 80% of parents attend at least two school events each year-parent/teacher conferences, WCA meetings, school events	80% of parents attend at least two or more events.				80% of parents attend at least two or more events.
Student surveys	Currently 80% of pupils report feeling safe, free from bullying, and emotionally responded				80% or greater of pupils report feeling safe, free from bullying, and emotionally responded to while on campus

	to while on campus				
Faculty and staff satisfaction surveys will have a composite rate of over 60%	80% of faculty and staff report feeling satisfied.				80% or greater of faculty and staff report feeling satisfied.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Partnerships	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. Per WISH's Charter, a parent of a student with a disability is included on the Board, on the SSC, and on the WCA Governance Council.	$72,568.00	No
2	Student Partnership & Engagement	To engage and support all students, WISH will invest in social skills and anti-bullying curriculum. Provide training for advisory, home team and other non-scholastic student support training programs. Support school site-based clubs and enrichment activities	$74,189.00	No
3	Teacher Partnerships	To atttract, retain and support faculty, WISH provides 2 weeks of professional development each summer year, plus weekly PD throughout the year; flexible conference stipends to every teacher; financial support for teacher inducton programs; plus an allowance every year for each teacher to spend on classroom items	$20,507.00	No
4	University Partnership	WISH is a formal demonstration site for Loyola Marymount University's (LMU) School of Education. Our partnership with LMU's school of education allows for the implementation of innovative research-based practices and on-going growth and reflection. WISH classrooms serve as research-to-practice spaces that disseminate and share effective educational practices with educators and visiting researchers. LMU assists WISH in continuing to grow its model by providing high-quality student teachers who lower WISH's student-teacher ratio; fieldwork students who study and learn here and provide a valuable feedback loop; professional development presented by university faculty to deepen the skills of the WISH team; university faculty who offer support and expertise; and student tutors and mentors who work one-on-one with WISH students. In exchange, WISH assists LMU by providing hands-on training for graduate students and an innovative, cutting-edge instructional environment rich with joy and enthusiasm for learning.	$600.00	No
5	Community Partnerships	WISH will continue to support its partnerships with community organizations in a number of ways: as a member of the local Chamber of Commerce; by supporting community events (4th of July parade; Rock, Roll and Run fundraiser); by working with our local media partners and sports teams for recruitment advertising;	$5,213.00	No

Goal Analysis 2021-2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable to this year's LCAP cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Not applicable to this year's LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable to this year's LCAP cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-2022

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.68%	$187,524.00

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

As a school dedicated to social justice, diversity and inclusion the needs of our most vulnerable students are always considered in hiring, staff development and purchasing decisions. Our teachers are trained every summer in differentiated instruction, inclusion and Tier 1,2 & 3 interventions which are primarily directed towards our unduplicated students, including those with disabilities. Attendance monitoring alerts school staff to students that are not able to get to school which can indicate

stress at home which can be a result of homelessness, families undergoing financial problems, or a language barrier. WISH takes extra care to include parents that are not able to visit their child's school during the day because of work, by having evening events that all can attend. Our University partnership includes a program for the university students to tutor of our unduplicated students

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

WISH provides several programs and many additional services to foster youth, English Learners, and low-income students, including:
- Student Engagement Coaching & Parent Support program
- Literacy Intervention
- Afterschool Tutoring
- Additional counseling/psycho-social support
- Scholarships for enrichment activities
- English Language Learning support
-Interpreters

Expenditure Tables

Total Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,323,040.00	$324,632.00	$249882.00	$515,216.00	$3,412,770.00	$2,640,183.00	$772,587.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Well-trained teachers, 1:1 chromebooks, and high quality Instructional materials.	All	$1,143,606.00	$141,350.00		$219,268.00	$1,504,224.00
1	2	Provide clean, sanitized and well-maintained campuses	All	$307,428.00			$96,040.00	$403,468.00
1	3	Invest in attendance monitoring staff & software	All	$20,757.00				$20,757.00
1	4	Student Engagement Coaching & Parent Support program	Foster Youth, English learner (EL), Low Income	$18,676.00				$18,676.00
1	5	Provide Literacy Intervention	English learner (EL), Foster Youth	$5,000.00				$5,000.00
				$0.00	$90,828.00		$67,031.00	$157,859.00

1	6	Additional Supports for Unduplicated Students	Low Income, Foster Youth, English learner (EL)					
1	7	Nutrition	All		$1,626.00	$29,478.00	$26,257.00	$57,361.00
1	8	Achieving/Low Income - Title 1	English learner (EL), Foster Youth, Low Income				$5,000.00	$5,000.00
1	9	English Learners - Title 1	English learner (EL)				$5,000.00	$5,000.00
1	10	Special Education - Title 1	Foster Youth, Low Income, English learner (EL)				$5,000.00	$5,000.00
1	11	Climate & Culture - Title 1	English learner (EL), Foster Youth, Low Income				$5,000.00	$5,000.00
2	1	Broad Course of Study	English learner (EL), Foster Youth, Low Income	$239,143.00				$239,143.00
2	2	Enrichment Support - Scholarships	Low Income, Foster Youth				$5,400.00	$5,400.00
3	1	Classroom Supports for Full Inclusion	Student with Disabilities (SWD)	$419,787.00	$90,828.00	$220,404.00	$74,657.00	$805,676.00
3	2	Implement EL Master Plan	English learner (EL)	$1,629.00				$1,629.00
3	3	Provide Robust Interpreting Services	English learner (EL)	$500.00				$500.00
4	1	Parent Partnerships	All	$72,568.00				$72,568.00
4	2	Student Partnership & Engagement	All	$74,189.00				$74,189.00
4	3	Teacher Partnerships	All	$13,944.00			$6,563.00	$20,507.00
4	4	University Partnership	All	$600.00				$600.00
4	5	Community Partnerships	All	$5,213.00				$5,213.00

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	$264,948.00	$448,207.00
LEA-wide Total:		
Limited Total:	$7,129.00	$190,388.00
Schoolwide Total:	$257,819.00	$257,819.00

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	4	Student Engagement Coaching & Parent Support program	Schoolwide	Foster Youth, English learner (EL), Low Income	All Schools	$18,676.00	$18,676.00
1	5	Provide Literacy Intervention	Limited	English learner (EL), Foster Youth	All Schools	$5,000.00	$5,000.00
1	6	Additional Supports for Unduplicated Students	Limited	Low Income, Foster Youth, English learner (EL)	All Schools	$0.00	$157,859.00
1	8	Achieving/Low Income - Title 1	Limited	English learner (EL), Foster Youth, Low Income	All Schools		$5,000.00
1	9	English Learners - Title 1	Limited	English learner (EL)	All Schools		$5,000.00
1	10	Special Education - Title 1	Limited	Foster Youth, Low Income, English learner (EL)	All Schools		$5,000.00
1	11	Climate & Culture - Title 1	Limited	English learner (EL), Foster Youth, Low Income	All Schools		$5,000.00
2	1	Broad Course of Study	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$239,143.00	$239,143.00
2	2	Enrichment Support - Scholarships	Limited	Low Income, Foster Youth	All Schools		$5,400.00
3	2	Implement EL Master Plan	Limited	English learner (EL)	All Schools	$1,629.00	$1,629.00
3	3	Provide Robust Interpreting Services	Limited	English learner (EL)	All Schools	$500.00	$500.00

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals	$39,333.00	$6,563.00		$10,000.00		$459,320.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	Well-trained teachers, 1:1 chromebooks, and high quality Instructional materials.						$219,268.00	$1,504,224.00
1	2	Provide clean, sanitized and well-maintained campuses						$96,040.00	$403,468.00
1	6	Additional Supports for Unduplicated Students	$13,933.00			$10,000.00		$43,098.00	$157,859.00
1	7	Nutrition						$26,257.00	$57,361.00
1	8	Achieving/Low Income - Title 1	$5,000.00						$5,000.00
1	9	English Learners - Title 1	$5,000.00						$5,000.00
1	10	Special Education - Title 1	$5,000.00						$5,000.00
1	11	Climate & Culture - Title 1	$5,000.00						$5,000.00
2	2	Enrichment Support - Scholarships	$5,400.00						$5,400.00
3	1	Classroom Supports for						$74,657.00	$805,676.00

		Full Inclusion						
4	3	Teacher Partnerships		$6,563.00					$20,507.00

Instructions

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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.

- **Support for Identified Schools**: Describe how the LEA has or will support 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.

- **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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2019–20 outcomes on some

metrics may not be computable at the time the 2020–23 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2020–21. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2021–22, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2022-23**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2022–23 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2022-23)
Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2021–22**. Leave blank until then.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2020–21**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2020–23 LCAP from the 2017–20 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:
Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

 In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.