

## LCFF Budget Overview for Parents: Data Input

<b>Local Educational Agency (LEA) name:</b>	Russell Westbrook Why Not? Academy Middle School
<b>CDS code:</b>	19 10199 0134361
<b>LEA contact information:</b>	Donna Jacobson 323-403-0770 donnaj@lapromisefund.org
<b>Coming School Year:</b>	2022 – 23
<b>Current School Year:</b>	2021 – 22

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

<b>Projected General Fund Revenue for the 2022 – 23 School Year</b>		<b>Amount</b>
Total LCFF funds	\$	1,303,810
LCFF supplemental & concentration grants	\$	366,754
All other state funds	\$	409,022
All local funds	\$	925,132
All federal funds	\$	1,058,962
<b>Total Projected Revenue</b>	<b>\$</b>	<b>3,696,927</b>
<b>Total Budgeted Expenditures for the 2022 – 23 School Year</b>		<b>Amount</b>
Total Budgeted General Fund Expenditures	\$	3,540,408
Total Budgeted Expenditures in the LCAP	\$	2,774,963
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	519,496
Expenditures not in the LCAP	\$	765,445
<b>Expenditures for High Needs Students in the 2021 – 22 School Year</b>		<b>Amount</b>
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	456,981
Actual Expenditures for High Needs Students in LCAP	\$	550,766

# LCFF Budget Overview for Parents: Narrative Responses

## LCFF Budget Overview for Parents Narrative Responses Sheet

Required Prompt(s)	Response(s)
<p>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</p>	<p>Costs such as noninstructional software, some professional services contracts (e.g. Paycom, ExEd, consultants, office supplies, equipment leases, and similar costs are not reflected in the LCAP. Additionally, the management fee to LA Promise Fund is excluded from the LCAP, as are non-instructional administrative positions (office manager, business manager, etc.).</p>
<p>A prompt may display based on information provided in the Data Input tab.</p>	
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# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Russell Westbrook Why Not? Academy Middle School

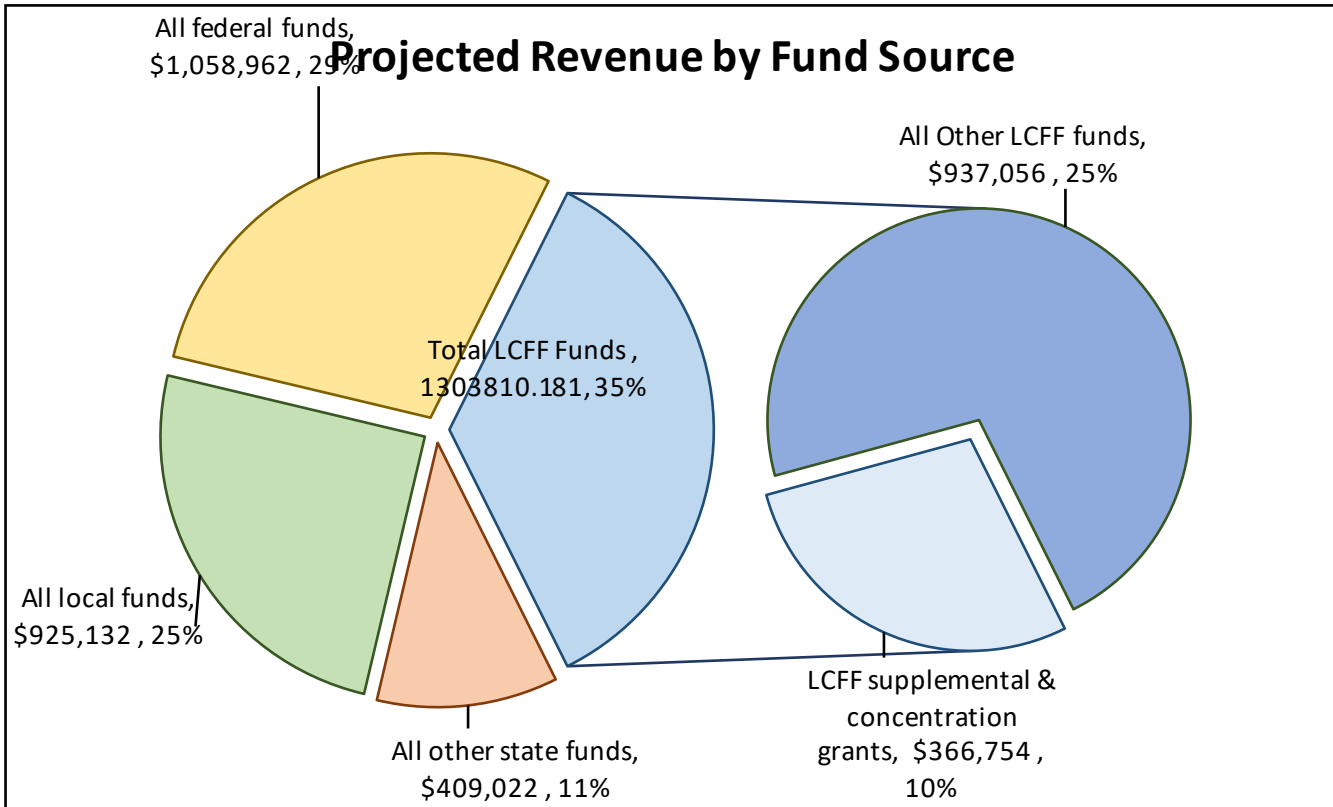
CDS Code: 19 10199 0134361

School Year: 2022 – 23

LEA contact information: Donna Jacobson 323-403-0770 donnaj@lapromisefund.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 2022 – 23 School Year

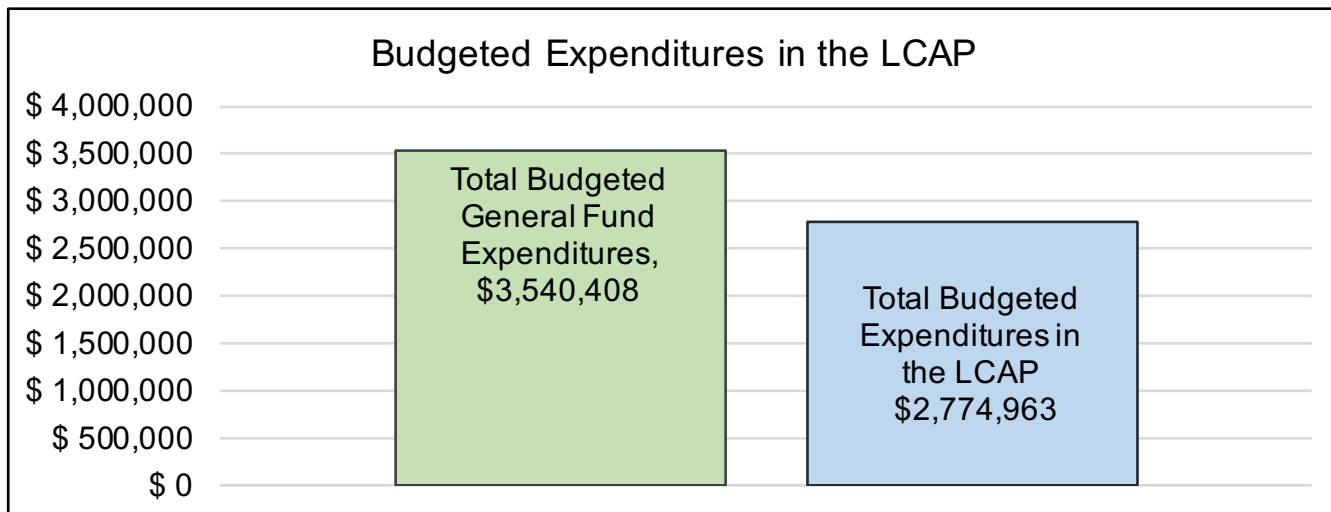


This chart shows the total general purpose revenue Russell Westbrook Why Not? Academy Middle School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Russell Westbrook Why Not? Academy Middle School is \$3,696,926.50, of which \$1,303,810.18 is Local Control Funding Formula (LCFF), \$409,022.49 is other state funds, \$925,132.26 is local funds, and \$1,058,961.58 is federal funds. Of \$1,303,810.18 in LCFF Funds, \$366,754.30 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



This chart provides a quick summary of how much Russell Westbrook Why Not? Academy Middle School plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP

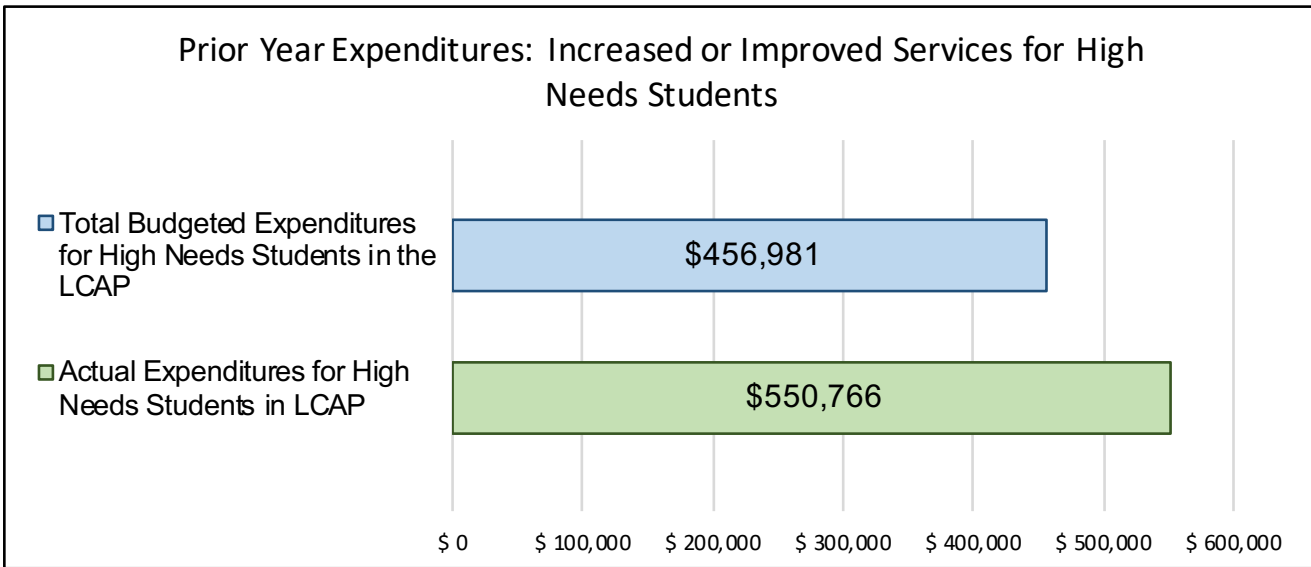
The text description of the above chart is as follows: Russell Westbrook Why Not? Academy Middle School plans to spend \$3,540,407.93 for the 2022 – 23 school year. Of that amount, \$2,774,963.25 is tied to actions/services in the LCAP and \$765,444.68 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Costs such as noninstructional software, some professional services contracts (e.g. Paycom, ExEd, consultants, office supplies, equipment leases, and similar costs are not reflected in the LCAP. Additionally, management fee to LA Promise Fund is excluded from the LCAP. as are non-instructional administrative Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 Sch Year

In 2022 – 23, Russell Westbrook Why Not? Academy Middle School is projecting it will receive \$366,754.30 based on the enrollment of foster youth, English learner, and low-income students. Russell Westbrook Why Not? Academy Middle School must describe how it intends to increase or improve services for high needs students in the LCAP. Russell Westbrook Why Not? Academy Middle School plans to spend \$519,496.11 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 2021 – 22



This chart compares what Russell Westbrook Why Not? Academy Middle School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Russell Westbrook Why Not? Academy Middle School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021 – 22, Russell Westbrook Why Not? Academy Middle School's LCAP budgeted \$456,981.37 for planned actions to increase or improve services for high needs students. Russell Westbrook Why Not? Academy Middle School actually spent \$550,766.00 for actions to increase or improve services for high needs students in 2021 – 22.

## **Accessibility Information**

This workbook contains 3 dynamic charts located in the 'Template' tab. The chart in cell A7 with the title "Projected Revenue by Fund Source", the full text description is located in cell A9. The chart in cell A11 with the title "Budgeted Expenditures in the LCAP", the full text description is located in cell A13. The chart in cell A16 with the title "Prior Year Expenditures: Increased or Improved Services for High Needs Students", the full text description is located in cell A18.

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
<b>Russell Westbrook Why Not? Middle School</b>	<b>Donna Jacobson, Chief Academic Officer</b>	<a href="mailto:donnaj@lapromisefund.org">donnaj@lapromisefund.org</a> (213) 745-4928

Plan Summary 2022-23

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Russell Westbrook Why Not? Middle School (RWWNMS) serves students, grades 6-8 in South Los Angeles, specifically, students who reside in the Vermont Slauson Neighborhood. RWWNMS is housed on a Prop 39 Facility at Barack Obama Global Academy and maintains a positive and collaborative relationship with the LAUSD partner school. RWWNMS will remain at the current facility through August of 2024, awaiting the move to the permanent location in the City of South Gate, CA. The facility will house RWWNMS and Russell Westbrook Why Not? High School (RWWHMS) also managed by the non-profit organization, LA Promise Fund (LAPF). The schools share families, and an educational model focused on raising outcomes for students furthest from opportunity. The 2020-21 enrollment was 171 students.

RWWNMS is authorized through the Los Angeles County Office of Education (LACOE) and opened for the first year of operation in August 2016. RWWNMS was renewed for a five-year term from 2021-26. RWWNMS will continue to grow in enrollment and student outcomes through an exceptional educational model. In July of 2021, LAPF entered a partnership with the NBA Player and philanthropist, Russell Westbrook, and his Why Not? Foundation, resulting in the name change from LA Promise Charter Middle School to *Russell Westbrook Why Not? Middle School* (RWWNMS), referred to internally as *Westbrook Middle School*. The partnership will provide new opportunities as the school expands and plans for a move to the permanent location.

RWWNMS delivers an engaging and well-rounded education to middle grade learners. The school model emphasizes College and Career Readiness and Career Technical education (CTE) through a Digital Media Arts and Video Production Pathway. Other unique elements include a growing competitive athletic program, civic engagement, and Presentations of Learning. RWWNMS was conceived to serve the most vulnerable student populations through a safe, personalized learning environment, evidence-based educational model, and a range of programs and services including a thriving after school program. Our Educational Model is based on five key elements: *Relationships, Optimal Learning Environments, Evidence-Based Practice, Educational and Foundational Systems*. RWWNMS is committed to providing access and equity for all learners through culturally responsive teaching and support for Multilingual Learners and Students with Disabilities. We provide learners with rigorous, relevant, standards-based instruction. RWWNMS recognizes the need to raise achievement

by meeting Measurable Pupil Outcomes, and engages in a cycle of continuous improvement to increase proficiency in Reading Language Arts and Mathematics. RWWNMS has allocated resources to accelerate student achievement through MTSS, support for school leaders and teachers, and meaningful engagement for all Educational Partners.

**Reflections: Successes**

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

RWWMNS has experienced success in meeting the academic and social-emotional needs of students during challenging times. In relation to the California School Dashboard and local data, the school has made progress in the areas of *chronic absenteeism, suspension, Multilingual Learner Progress, Academic Progress, and College and Career Readiness.*

RWWNMS was granted six-year WASC Accreditation status in May 2022. This action validates the school’s strengths as stated in the Self-Study, aligned to our LCAP goals. Areas of success shared through the Visiting Committee Report include staff professionalism and teacher retention, strong emphasis on teacher training and high-quality professional development, systems designed to support Multilingual Learners and Students with Disabilities, and a comprehensive assessment system to evaluate growth and progress.

Other areas of progress are a result of actions taken in the past year, and captured in the previous LCAP, to address unfinished learning and respond to the devastating impact of the pandemic on the mental health and well-being of students. The school was successful in furthering MTSS to improve school conditions and climate. MTSS was supported through an equity, validity, and family engagement lens. New key positions were hired to lead this work, including an Assistant Principal to lead PBIS and Restorative Practice, and a School Social worker to address mental health needs through individual and group counseling. Building connectedness to the school community has resulted in a decrease in the number of disciplinary referrals, and suspension rates under 2%. A Parent Coordinator was hired to expand opportunities for meaningful family engagement including workshops, volunteer opportunities, and sharing of community resources. An Attendance Clerk was hired to share and analyze attendance data daily. The School Attendance Review Team (SART) was instrumental in increasing daily attendance and decreasing chronic absenteeism, despite COVID surges at different intervals throughout the year. These actions have improved the quality of school life for students, staff and families/caregivers.

Teaching and learning also progressed through MTSS. In response to the previous year’s academic achievement data, an experienced Reading Intervention teacher was hired. The school implemented the *Just Words Program* (Wilson Publishing), a multisensory decoding program for students with foundational literacy gaps, used in combination with literacy rich core curriculum. Reading Intervention targeted Long-Term English Learners. Reading and Lexile data demonstrated growth for these learners that will impact reclassification. The implementation of a new Common-Core aligned Math curriculum (DESMOS) and training for teachers has led to increases in mid-year NWEA Math assessment data. Culturally responsive teaching was furthered through a series of professional learning provided by Facing History and Ourselves. The school expanded opportunities for teacher collaboration and professional development to include Data-Driven Instruction and support for more effective RTI.



**Reflections: Identified Need**

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

As the WASC Self-Study identified a multitude of success, it also afforded the school time to analyze academic and school climate and culture data to identify and address areas for continuous improvement. These areas include the improvement of daily attendance, increase in Math and ELA proficiency, and acceleration of English Learner Proficiency. These areas, reflected on the CA Dashboard and through local data continue to be areas of need.

Although there was school-wide incremental growth based on the Mid-Year NWEA Data, the number of students meeting, or exceeding is only 3% school wide. This underscores the need to increase math achievement. In addition to the existing coaching and new curriculum, the school is focusing on math intervention during the summer with the addition of high dosage tutoring through an outside company with proven data results, and more effective use of *Power Hour* to address math performance. Reading achievement as measured by NWEA Mid-Year has also increased, as the low tier has decreased 8% for English Learners, and 9% for SPED, 8% for Black students. Still, these results are not good enough and the school will continue to improve ELA and Math outcomes for all student subgroups.

Educating learners furthest from opportunity during a pandemic requires a holistic approach to address the range of academic and social emotional needs. In addition to unfinished learning, the South LA community is more deeply impacted by food insecurity, housing instability, decreased wages and unemployment. Supporting students and families during these times is critical to our mission. The school has responded with more support for mental health and well-being, provision of community resources to include a food bank through the LAPF organization, and health clinics. The cost of living has created a pattern of family relocation outside of Los Angeles County, leading to a decrease in school enrollment. This has greatly impacted RWWNMS, in the ability to recruit new grade 6 students. This is compounded by the trend for K-5 district schools to become K-89 Span school, and a saturation of charter middle schools in the area. It is anticipated that the relocation to South Gate will provide more opportunities to partner with K-5 charter schools and increase and sustain schoolwide enrollment.

Continued teacher development is an area identified for focus in the upcoming year. The school is engaged in a partnership with the *New Teacher Center (NTC)* to support leaders and teachers through an evidence-based coaching framework. Through NTC, school leaders developed Instructional Goals and school-wide indicators, for systematic school improvement. The greatest needs for coaching include planning and executing rigorous standards-based lessons, standards-referenced grading, use of data to plan intervention, differentiation, and implementation of Integrated ELD strategies.

**LCAP Highlights**

A brief overview of the LCAP, including any key features that should be emphasized.

Highlights for the 2022-23 LCAP include key features based on local data and the needs of statistically significant student subgroups. The plan is designed to address unfinished learning and the range of students' academic and social emotional needs through refined Multi-Tiered Systems of Support (MTSS). RWWNMS was awarded grant funding to further the CA MTSS Framework through a coaching model.

MTSS and Continuous Improvement initiatives are driven by multiple data sources that guide decision-making across systems. This comprehensive framework focuses on the Common Core State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs and the alignment of systems necessary for all students' academic, behavioral and social emotional success. MTSS has a broad scope, aligning the entire system of initiatives, supports, and resources to systematically support all students, including gifted and high achievers.

The LCAP emphasizes MTSS in promoting positive School Conditions and Climate, referring to the character and quality of school life. According to the CA MTSS Framework, this includes the values, expectations, interpersonal relationships, materials and resources, supports, physical environment, and practices that foster a welcoming, inclusive, and academically challenging environment. Positive school conditions and climate ensure people in the school community (students, staff, family, and community) feel socially, emotionally, and physically safe, supported, connected to the school, and engaged in teaching and learning.

As part of the LCAP Educational Partner Engagement process, School Conditions and Climate are embedded in the LCAP Goals & Actions to achieve the following features for students and staff:

- Student-centric commitment to meeting cognitive, social and physical needs of students to foster college and career aspirations*
- Caring, trusting, and respectful relationships between and among students and staff-*
- High expectations for academic achievement and student behavior*
- Meaningful Educational Partner Engagement to foster empowerment and ownership*
- Facilities that are well-maintained and conducive to learning*

**LCAP Goals were revised to reflect an equity lens, CSI Plan, alignment with WASC, and key areas of focus for RWWNMS:**

### **Goal 1**

*Implement a comprehensive assessment management system to include the collection, disaggregation, analysis, application, and reporting of multiple data sources, to identify areas for continuous improvement. Utilize data to advance Multi-Tiered Systems of Support (MTSS) to identify and provide all students, including Multilingual Learners and Students with Disabilities with Academic and Social-Emotional support through enrichment and acceleration.*

### **Goal 2**

*Provide educators with high quality professional learning aligned with Instructional Goals, that is differentiated to meet the needs of educators, based on their effectiveness and career phase. Increase instructional coaching to support and advance high-impact teaching strategies that address diverse learning needs and improve academic outcomes for all students, including Multilingual Learners and SWD.*

**Goal 3**

*Provide students, staff, and families with an inclusive, safe, and supportive learning environment, through the realization of Mission/Vision, Instructional Goals, and Learner Outcomes. Meaningfully engage all Educational Partners through structures that promote positive learning conditions and allow all individuals and groups to feel socially, emotionally, and physically safe, supported, connected to the school, and engaged in teaching and learning.*

Russell Westbrook Why Not? Middle School has developed its 2021-22 LCAP that will also serve as its SPSA, that meets the stakeholder engagement requirements outlined in CA EC 65001(j) and has met the following requirements CA EC 52062(a):

- Consultation with SELPA per CA EC 52062(a)(5)
- Parent Advisory Committee (PAC): CA EC 52062(a)(1)
- English Learner PAC: CA EC 52062(a)(2)
- Providing written response to each of the committees regarding their comments

**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.

**Russell Westbrook Why Not? Middle School**

**Support for Identified Schools**

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

Russell Westbrook Why Not? Middle School was identified for **Comprehensive Support and Improvement** (CSI) as a result of the school’s performance on the Fall 2019 California Schools Dashboard. Our school received a red performance level for the **Chronic Absenteeism** State Indicator and the **English Language Arts** and **Mathematics** Academic Indicator.

Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators for the 2020 and 2021 Dashboard. Since the 2019 Data, the school has used funding and resources to bring about improvements reflected in 2021-22 data that informs and guides the 2022-23 plan.

The Instructional Leadership Team collected, disaggregated, and analyzed multiple academic and school climate and culture data that was shared with Educational Partners to develop a needs assessment. Data analysis included the CA Schools Dashboard, state and local indicators, CA State long-term

goals, School Culture and Climate survey results (parent/caregiver, student and staff), internal assessment data, NWEA Measure of Academic Progress (MAP) for Reading/Language, Math and Science.

For *Chronic Absenteeism Indicator*, the following chart reflects the 21-22 chronic absenteeism rates school wide and for all student groups: African American, Hispanic, English Learners (EL), Socioeconomically Disadvantaged (SED); and Students with Disabilities (SWD).

<b>RWWNMS</b>			
<b>2021-22 Chronic Absenteeism Rate</b>			
	<b>ELIG ENROLL</b>	<b>COUNT</b>	<b>RATE</b>
<b>Schoolwide</b>	171	75	43.9%
<b>African American</b>	42	28	66.7%
<b>Hispanic</b>	124	43	34.7%
<b>English Learners</b>	57	24	42.1%
<b>Soc. Econ Disadv.</b>	119	64	53.8%
<b>SWD</b>	20	17	85.0%

An Assistant Principal was hired along with an Attendance Clerk to identify and improve the critical area of attendance. The impact of COVID on attendance for the 2021-22 school year cannot be underscored, despite return to in-person instruction. COVID related surges at different intervals throughout the year required students to remain home, and although short-term Independent Study (IS) was offered, it was challenging to have students log in to participate in distance learning consistently while at home. Still, the school made gains in the implementation of systems designed to increase daily ADA and decrease chronic absenteeism. A holistic approach was taken, to include the social worker, since there is a correlation between absenteeism and engagement.

In order to improve student attendance, participation and engagement RWWNMS staff will utilize Parent Square to send schoolwide, class-level or grade-specific messages. All families will receive weekly announcements via phone call, Parent Square, our school’s website, and Social Media. All communication are sent in Spanish based on the 15% minimum language translation requirement.

RWWNMS has developed and implemented the following tiered re-engagement strategies for students who were absent for more than three (3) schooldays or sixty (60) percent of the instructional days in a school week:

**Tier 1:**

- Teachers take daily attendance within 10 minutes of the start of the period.
- Students attendance is recorded directly through Power School (SIS System).
- School team members will contact families/caregivers to alert them of the student absence and consider personalized solutions for re-engagement purposes.

### **Tier 2:**

- Daily attendance and participation data will be reviewed on a weekly basis, by the RWWNMS Attendance Team, consisting of Assistant Principal, Attendance Clerk, School Social Worker, and Parent Coordinator.
- Additional follow-up actions will be determined through outreach and intervention (Student Success Team, counseling support).
- Additional academic counseling, intervention, and support provided.

### **Tier 3:**

- Increased follow-up communication by the school team may include personal phone calls, meetings, or home visits.
- Referrals will be made to counselors or outside agencies (Wellnest), to access information and additional mental health resources.
- Parent Coordinator will support families/caregivers to attain resources within the community.

Interventions were implemented including counseling, increased family outreach, referral to community agencies, and rewards/incentives for improvements in attendance and participation through the school's overall PBIS Program. As a result, our school implemented a School Attendance Review Team (SART) that met weekly to review student attendance rates, develop and implement action plans, monitor students at-risk, conduct home visits and implement strategies to decrease chronic absenteeism rates, including creating a safe and positive school culture and climate.

RWWNMS utilized the RTI system to support struggling learners. The tiered system involved actions to advance and improve student learning through targeted, systematic interventions tailored to individual student needs. Power Hour is a built-in period for intervention. All students are assigned a Power Hour Group based on data and language proficiency. In the upcoming year, the school will revamp Power Hour to include High Dosage tutoring, more differentiated grouping and support, and improved progress monitoring.

RWWNMS furthered PBIS through participation in the LACOE Cohort. The school moved into the Tier 2 program, with a deeper implementation of PBIS across all elements of the school. PBIS is prevention-oriented and has helped the school organize evidence-based behavioral interventions into a Multi-Tiered System of Support (MTSS) to maximize academic and social behavior outcomes for students. Fundamentally, PBIS advances a more effective, efficient and equitable learning environments for all students. The LACOE PBIS program aligns with the National Technical Assistance Center for PBIS, using a Train-the-Trainer Model with systematic implementation as the outcome. PBIS facilitated improvements in physical and emotional safety. The SWIS system collects and aggregates school climate data, allowing the PBIS team to analyze data and develop action plans to implement evidence-based strategies to decrease suspension rates. Our tiered system of supports for students focused on behavior prevention and intervention.

RWWNMS Suspension Rates						
	ENROLLMENT	TOTAL #	UNDUP COUNT	RATE	% STUD W/ 1 SUSP	% STUD W/ MULTI. SUSP
<b>Schoolwide</b>	171	2	2	1.2%	1.2%	0%
<b>African-American</b>	42	1	1	2.4%	2.4%	0%
<b>Hispanic</b>	124	1	1	0.8%	0.8%	0%
<b>English Learners</b>	57	1	1	1.8%	1.8%	0%
<b>Soc. Econ Disadv.</b>	119	2	2	1.7%	1.7%	0%
<b>SWD</b>	20	2	2	10.0%	10.0%	0%

RWWNMS determined the underlying causes of low-performance by conducting a *root-cause analysis* which identified the following needs:

- Address unfinished learning as a result of the pandemic
- Implement cohesive, standards-aligned curriculum with fidelity, to include more attention to instructional pacing
- Build educator capacity through a well-developed coaching framework that supports growth and progress at all educator career phases
- Address foundational Reading gaps through Targeted Reading Intervention Program, with a highly effective Reading Intervention Program; this is in response to Reading/Lexile Level Data
- Address foundational Math Gaps through more intensive/differentiated coaching for Math Teachers
- Use and act upon multiple data sources more frequently and effectively to monitor student growth and progress
- Evaluate and identify ways to improve MTSS to include academic and social emotional support
- Early intervention for incoming 6<sup>th</sup> graders to accelerate progress and close proficiency gaps prior to entering middle school
- Continue to support and strengthen the SPED Program that serves our Students with Disabilities
- Refine and reinforce PBIS schoolwide to decrease suspension rates, and improve school culture
- Improve the way Power Hour is implemented to incorporate data for flexible grouping and high dosage tutoring
- Continue to expand social-emotional and mental health supports for our highly vulnerable students

CSI and Title I funds are utilized to implement the following programs, and have contributed to improvements for academic achievement, emotional and physical safety and student well-being, and decreases in suspension and chronic absenteeism:

- Formation of a Mental Health Team including a school social-worker, and social work interns from the University of Southern California, supervised by a licensed and experienced mentor/supervisor
- Refine implementation of the Content Area Language and Literacy (CALL Strategies), acquired through training through the CA Reading and Literacy Project through Language and Literacy
- Continue to provide Instructional Coaching through Content Experts (Math, ELA/HSS, and Science)
- Additional instructional aides will provide push-in academic support for students who are struggling academically as identified by ELA/Math assessments, NWEA MAP Assessments, student work and/or academic grades
- Continue to implement Achieve 3000 for all grade levels for assessments (reading Lexile level) and to accelerate reading comprehension (Achieve 3000 is an evidence-based intervention with a rating of “strong” for ESSA, that has demonstrated accelerated literacy growth for students across grade levels and abilities)
- A School Social Worker provides counseling services for students with personal and psychological issues that impact their academic performance, behavior, and socialization at school. Counseling sessions will take place during the school day, to include prevention programs and intervention plans. The Social Worker will communicate with students to assess the scope of counseling services, and assist teachers and school leaders with the identification of root causes of behavioral issues. The School Social Worker will develop partnerships with community-based organizations that can further support the economic, social-emotional and/or mental health issues of our students through referrals for services. The Social Worker will provide evidence-based strategies for school staff to address student behavior and/or social-emotional issues. The Social Worker will also communicate with families to provide referral services for social services including shelters, access to food banks, and medical/health related services.

### ***Monitoring and Evaluating Effectiveness***

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

The Instructional Leadership Team consisting of Principal, Assistant Principal, School Social Worker, Reading Intervention Teacher, and three grade level lead teachers, will serve as the “CSI Team,” who will monitor and evaluate the implementation and effectiveness of the CSI Plan to support overall schoolwide improvement. The Team collaborates on a weekly basis with the Chief Academic Officer and is also supported by the SPED Coordinator.

1. Mid-year and Annual growth targets have been developed (school-wide, statistically significant subgroups and individual students) in ELA and Math based on NWEA MAP results and upcoming 2022 Summative CAASPP results. Data analysis by the ILT will begin in the summer, and with all team members during the annual *Summer Teachers Conference* in August. Instructional Goals and Classroom Indicators will be reviewed and revised on a quarterly basis, when new data is released. MTSS will be systematized and strengthened to ensure services are provided to students based on identified academic, and/or social-emotional need.
2. During Parent/Team Conferences, the Principal, Assistant Principal and Teachers, will meet with families and discuss their child’s academic performance based on mid-year and annual growth target expectations, and provide resources available at the school and through community partners.

For families that do not attend conferences, home visits by members of the team will take place to ensure all Educational Partners are informed and provided mid-year and end-of year growth targets, and expectations. The principal is responsible for monitoring this process and ensure that meeting takes place with every student. Documentation will include a roster of every enrolled student, academic grades, NWEA results, CAASPP results, resources and interventions provided, and mid-year and end of year growth targets. This document will be reviewed and discussed during each monthly ILT Meetings.

3. The Assistant Principal and Principal conduct weekly informal classroom observations using an Observation Tool developed with New Teacher Center (NTC), focused on Instructional Goals and Classroom Indicators. Through training provided by NTC, School leaders utilize coaching strategies to support the effective implementation of evidence-based practices. Each observation is followed by a ten-minute debrief with the teacher and formulation of next steps. Instructional goals and teacher growth plans are developed based on classroom observations. Furthermore, data is gathered and used to inform professional learning content.
4. Incoming 6<sup>th</sup> Grade Summer Bridge is held to prepare students for a successful middle school experience. Summer Intervention is designed to provide targeted intervention and high dosage tutoring for students not meeting standards. High Priority Standards are identified and addressed during Summer Intervention. Pre/post assessments will be administered to assess and monitor student progress. School Leaders will be responsible for the collection of this data, and they will present at the Monthly ILT meetings.
5. A survey will be administered to teachers at the end of the year to evaluate the effectiveness of weekly professional learning. Results from the surveys will be reviewed and discussed during ILT meetings and used to identify whether modifications/changes need to be made mid-year to support our teacher needs.
6. The ILT will monitor growth and progress made towards Measurable Pupil Outcomes through the collection and analyzation of multiple sources of data.
7. Improvement towards attendance will be achieved by a system that monitors attendance daily for each student, including the total number of absences to-date. Steps include phone calls home, meetings with students and family, provision of outside resources, and the development of an attendance improvement plan through SART.
8. The Assistant Principal will consult with the PBIS team around weekly disciplinary referrals. The SWIS system is used to track office referral data and use restorative practice to proactively shift student culture.
9. The ILT, including the Chief Academic Officer, will use multiple data sources to assess the implementation of these actions, services and programs, and evaluate the effectiveness of the CSI Plan to support continuous improvement. Quarterly reports will be developed for each of these actions and presented to the Schools Committee (Governing Board) by the CAO and Principal.



**Engaging Educational Partners**

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

RWWNMS engaged and consulted with the following Educational Partners throughout the 2021-22 School Year, with the development of the 2022-23 LCAP, including LCAP Goals, Actions, and Services. RWWNMS adheres to CA EC 65001 (j) and incorporates Title Funding in the LCAP. The chart below includes an overview of the frequency and types of communication, including Educational Partner events that took place during the 2021-22 school year. Meetings took place both virtually and in-person. The engagement of Educational Partners is critical to our school’s LCAP development, identification and analysis of needs, developing annual growth targets, and engaging in reflection to identify strengths, areas for continuous improvement, and maximizing resource allocation and the success of our school, students, and educational program.

The process included scheduled meetings with different partner groups to review thoughts about school strengths, needs, and ideas for each of the main LCAP priorities. Parent feedback was sought through Monthly Parent/Community Town Hall Meetings, with focus on LCAP for the months of March and April. Teacher feedback was sought during the weekly PD block and during meetings with our Instructional Leadership Team, School Site Council, ELAC, DELAC, and Parent Advisory Council. Student feedback was sought through meetings with our Student Government Group. Staff, parent/caregivers and students provide input through the annual School Climate and Culture Survey administered through the Panorama Platform. Through the WASC process, the Visiting Committee provided detailed feedback around the areas identified as strengths and for areas of growth through the Self-Study.

The following chart provides a timeline of our school’s stakeholder process and engagement including strategies to seek input and engage stakeholders and consultation process for the LCAP, and AB86 ELO Grant.

PARENT TOWNHALL AND MEETINGS	TOPIC	METHOD
8/7/21	Orientation/School Programs/Uniform Policy/Student Expectation/Bell Schedule	In person
9/9/21	Back to School Night/Teacher and Staff Introductions/Classroom Procedures and Expectations	In person
10/7/21	School Data/Attendance and Tardy Procedures/Bullying/Vaccination	Hybrid

11/4/21	Parent Feedback/Attendance/Vaccination/SSC/ELAC/DELAC/ELPAC	Hybrid
12/1/21	English Learner Program/ELAC/DELACE/ EL PAC Elections	In person
1/27/22	Virtual Winter Awards	Zoom
2/15/22	School Data/School Events/Parent Resources/Parent Feedback	In person
3/3/22	School Data/Bullying/School Events	In person
3/16/22	STAFF LCAP Discussion	In Person
4/7/22	8 <sup>th</sup> Grade Events/End of the Semester Expectations/Cap and Gown, Panoramic Class Photo, Yearbook/Parent Feedback	In person
5/12/22	Mental Health Awareness/Re-enrollment/Summer Program Registration/Parent Feedback	In person

ELAC/DELAC/EL PAC	TOPIC	METHOD
11/4/21	Orientation and election DELAC/ELAC/ EL PAC	Zoom
12/1/21	ELAC/DELAC/ EL PAC Elections	In Person
12/6/21	Overview of Committees, ELPAC update, ELD Program Updates, and Principal's Report	Zoom

1/18/22	ELPAC Update, ELD Program Updates & Principal's report	Zoom
3/14/22	ELPAC Update, ELD Program Update, Principal's report & Feedback	Zoom
3/14/22	ELPAC Update, ELD Program Update, Principal's report & LCAP Feedback	Zoom

SSC/PAC	TOPIC	METHOD
11/4/21	SSC/PAC Parent Elections	In Person for Staff and via Zoom for Parents
11/10/21	SSC/PAC Staff Elections	In Person
2/10/22	Orientation Review/Election of Officers/ByLaws/Safe School Plan/LCAP Supplemental and Feedback	Zoom
3/10/22	School Wellness/LCAP Discussion	Zoom
4/5/22	LCAP Discussion	Zoom
5/17/22	LCAP Discussion	Zoom

A summary of the feedback provided by specific educational partners.

During the 2021-22 school year, ILT and school staff consulted with Educational Partners to discuss components of our LCAP on an ongoing basis. The following reflects Educational Partner Feedback by group:

**Instructional Leadership Team/CAO and School Leaders** expressed the need to deepen continuous improvement initiatives to incorporate more data-driven instruction, additional pupil-free days for data analysis and planning, more intensive support for mathematics due to the data trends, stronger adherence to instructional pacing, refinement of grading practices, and improved implementation of Power Hour.

**Teachers** expressed that they want to continue the work with Content Coaches to build their capacity, have more time for collaborative planning with grade level teams and content teams outside of the weekly PD Block (release time), more enrichment opportunities for learners during the school day, to include field trips which were not available during COVID. Teachers expressed the need for more support in meeting the needs of English Learners and tracking their progress.

**Staff/paraprofessionals** would appreciate opportunities to learn with teachers during the weekly professional development block and would benefit from more frequent training designed to support Multilingual Learners and Students with Disabilities during push-in through individual and small group *assistance*.

**Parents/Caregivers including SSC/PAC, ELAC/DELAC & EL-PAC** feel that the school is a warm and caring place, and they are please with academic growth as evidenced by the NWEA Mid-Year MAP Assessment. They shared concerns regarding campus safety on the LAUSD Prop 39 site and would like more separation from their campus and focus on overall safety, including anti-bullying and more positive interactions between students. Parents appreciate Mental Health supports and would like to further initiatives that support their children’s physical and emotional well-being. Parents/caregivers would also like more enrichment opportunities (field trips, sports, arts) and more tutoring and intervention during the school day, after school, and during the summer.

**Students** shared that they have good relationships with their teachers, and want more help when they need it, more sports and activities. Students expressed need for more positive student relationships and support for bullying and name calling.

**Los Angeles County SELPA** consultation took place, and feedback provided was to include actions that address disproportionality and promoted higher levels of parent involvement through participation in the *LAC Community Advisory Council (CAC)*.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The input of stakeholders has been instrumental in the development of our school’s 2022-23, LCAP including review and revisions of goals and actions. We implemented feedback from our various Educational Partners, and the input is embedded in the LCAP Actions & Services.

They include but are not limited to:

- Tiered academic support and intervention (Goal 1, Action 2)
- Summer School academic program (Goal 1, Action 2)
- Social-emotional supports (Goal 1, Action 3)
- Student engagement and positive school climate (Goal 3, Action 1)
- Supporting Students with Disabilities (SWD) (Goal 1, Action 5)
- Instructional Coaching by Content Area Coaches (Goal 2, Action 2)

**Goals and Actions**

**Goal**

Goal #	Description
1	<p><i>Implement a comprehensive assessment management system to include the collection, disaggregation, analysis, application, and reporting of multiple data sources, to identify areas for continuous improvement. Utilize data to advance Multi-Tiered Systems of Support (MTSS) to identify and provide all students, including Multilingual Learners and Students with Disabilities with Academic and Social-Emotional support through enrichment and acceleration.</i></p> <p><i>State Priorities: 4, 5, 6, 7</i></p>

An explanation of why the LEA has developed this goal.

The school made progress in the 2021-22 school year in raising academic outcomes, as evidenced by mid-year NWEA MAP Assessment Data. Still, there is an urgent need to increase proficiency levels in Math and ELA and address unfinished learning as a result of the pandemic. The overall MTSS system provides necessary recourses to improve School Conditions and Climate and enhancing quality of students’ educational experience through practices that advance an inclusive, academically challenging learning environment. This goal supports the way academic achievement data and school climate, and culture data is used to evaluate the effectiveness of our programs and measure our growth and progress. We will continue to build a high performing school community where students, staff, and families/caregivers feel connected to the school and supported. This goal ensures that resources are maximized and used in a targeted way to meet Measurable Pupil Outcomes.

**Measuring and Reporting Results (Insert measures aligned with MPOs)**

Metric	Baseline 2020-21	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA CAASPP	14%	Pending release of 21-22 Summative CAASPP Data	[Insert outcome here]	[Insert outcome here]	29%

Metric	Baseline 2020-21	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Math CAASPP	6%	Pending release of 21-22 Summative CAASPP Data	[Insert outcome here]	[Insert outcome here]	21%
Grade 8 CAST	Not administered	Pending release of 21-22 Summative CAST Data	[Insert outcome here]	[Insert outcome here]	15%
Attendance Rate	93%	89%			95%
Chronic Absenteeism Rate	14%	44%			10%
Middle School Drop Out Rate	0%	0%			<1%
Suspension Rate	0%	1.2%			<2%
Expulsion Rate	0%	0%			<1%
% of students including Unduplicated Pupils, and Students with Disabilities (SWD) who have access to Broad Course of Study	100%	100%			100%
% EL who progress in English Proficiency (ELPI)	Fall 2019 Dashboard 52.5% Medium	Pending			55%
EL Reclassification Rate	4.2%	Pending			15%

Metric	Baseline 2020-21	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% EL with access to CCSS & ELD Standards	100%	100%			100%

**Actions**

Action #	Title	Description	Total Funds	Contributing
1	<p><b>Implement Multiple Assessments to Monitor Student Growth and Progress</b></p>	<p><b>Assessments</b></p> <p>RWWNMS will implement multiple types of assessments to monitor student growth and progress, in order to identify areas of strength and need, differentiate instruction, and provide acceleration and enrichment as needed.</p> <p><b>NWEA MAP Growth Assessments for ELA (Reading and Language), Mathematics, and Science, Grades 6-8</b></p> <ul style="list-style-type: none"> <li>• Administered in August (Baseline), November (Fall/Interim #1) and March (Spring/Interim #2)</li> </ul> <p><b>State-Mandated Assessments:</b></p> <ul style="list-style-type: none"> <li>• ELPAC (Initial, Summative, Alternative)</li> <li>• CAASPP (ELA and Math) Grades 6-8</li> <li>• CA Science Test (CAST), Grade 8</li> <li>• Physical Fitness Test (PFT), Grade 7</li> </ul> <p><b>Lexile Reading Level Assessments (through Achieve 3000)</b></p> <ul style="list-style-type: none"> <li>• Administered in August (Baseline), January (Mid-Year) and June (End of Year)</li> </ul> <p><b>Other forms of assessment include:</b></p> <ul style="list-style-type: none"> <li>• End of Unit Curriculum Tests</li> <li>• Formative Assessments (daily)</li> <li>• Teacher Created Assessments</li> <li>• Student Projects and Presentations</li> </ul>	\$2,320	[N]



<p>2</p>	<p><b>Addressing Academic Needs to Accelerate Learning through Staffing and Intervention Programs</b></p>	<p>Raising academic achievement in ELA &amp; Mathematics is a top priority. Our students have experienced significant unfinished learning as a result of distance learning, and the emotional and financial impact on students and families due to the pandemic. Educational Partner Input underscores need to provide students with targeted academic support and intervention through extended learning opportunities.</p> <p>Services and programs above and beyond those provided during the 2021-22 school year have been designed to support students who are struggling academically through RTI, and systems to monitor student growth and progress. These include, Reading Intervention, High Dosage Math Tutoring, Summer School and after school tutoring, Power Hour, and support from Instructional Aides.</p> <p>RWWNMS ensures that all students, including unduplicated students, have access to culturally responsive, core content instruction and are supported in meeting or exceeding grade level standards through MTSS to strengthen the existing academic and behavioral supports. Assessment data is used on a continual basis to evaluate program effectiveness.</p> <p>Due to the suspension of 2020 and 2021 Summative CAASPP on account of the pandemic, the school relied on NWEA and Lexile Reading data to monitor growth and progress. This data was analyzed and acted upon to address unfinished learning and gaps in Reading/Language Arts and Mathematics.</p> <p><b>Power Hour</b></p> <p>Power Hour is daily intervention time built into the daily bell schedule (four days a week, (except on Wednesdays for early release for Professional Development). Power Hour is considered a Tier 1 practice, since all students participate, but there is flexible grouping based on data from common interim assessments. Thus, Tier 2 support is provided through some Power Hour grouping based on need. Power Hour sections are taught by credentialed teachers.</p>	<p><b>\$456,289.40</b></p>	<p>[N]</p>
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		<p>Power Hour provides Math and ELA support through explicit direct instruction, small group lessons, and re-teach of high priority standards. There is time and support for completing assignments for struggling learners. The use of IXL Reading and Math and Achieve 3000 for Lexile reading growth is a component of Power Hour. Students may be grouped in Power Hour by Language need, to provide additional Integrated ELD support for Multilingual Learners and targeted intervention for Long Term English Learners.</p> <p><b>Reading Intervention Program</b>  Multiple data sources underscore the need to address foundational reading gaps. Most students entering our Middle School are reading several years below grade level, with the average incoming 6<sup>th</sup> grader demonstrating a third grade reading level. In fact, 50% of incoming grade 6 students read 4+ years below grade level according to diagnostic Reading Lexile Level Set Assessments. To address this profound need, the school employs a Reading Intervention Teacher. Students, grades 6-8 are placed in the Reading Intervention class based on diagnostic assessment data. Reading Intervention is a targeted, Tier 2 Intervention.</p> <p>Students are identified for Reading Intervention Class placement through use of the WIST Assessment. WIST provides a nationally standardized, diagnostic instrument designed specifically for students having difficulty with reading, spelling or both. The Norm-Referenced Assessment measures Word Identification, Spelling, and Sound-Symbol Knowledge.</p> <p>The Curriculum used for Reading Intervention is <i>JUST WORDS</i> (Wilson Publishing). The program is a highly explicit, multisensory decoding program for students in middle school, who have gaps in decoding proficiency. These strategies are effective in improving outcomes for Long Term English Learners, who need more literacy support and time.</p> <p><b>Summer School and After School Tutoring/Intervention</b>  In-person summer school is offered to all students but strongly encouraged for incoming 7<sup>th</sup> and 8<sup>th</sup> grade students who are not meeting or exceeding grade level standards, to build proficiency in high priority Math and ELA Standards.</p>		
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		<p>Summer Intervention classes occur over three weeks, and provide targeted Tier 2 intervention, and re-teach and application of standards. Pre-and post-tests are administered each week.</p> <p>Incoming grade 6 students participate in Summer Bridge, which provides students with Math and ELA support as well as social-emotional learning and an overview of Executive Functioning Skills to support a successful transition from elementary to middle school.</p> <p>Teachers are compensated for teaching past their contract day for after school tutoring. Students are grouped with teachers according to need.</p> <p><b>High Dosage Tutoring in Math</b></p> <p>Achievement data (NWEA MAP, ICA, CAASPP and grades) underscore the need to put actions into the 2022-23 LCAP that go above and beyond what was done the prior year to raise achievement in Math. Math proficiency schoolwide is under 10% and far lower than ELA Scores. Distance learning did not effectively address math competency, and the school researched programs to address unfinished learning. High Dosage tutoring (groups of no more than five students) will be provided beginning during Summer School (July 2021). After vetting several programs, the school decided to utilize ESSER funding to hire Air Tutors, a video conferencing program taught by live instructors with a proven track-record for students in low-income communities like ours. As with any new program, we will monitor progress through pre and post-tests in Math and other forms of data.</p> <p><b>Instructional Aides</b></p> <p>Three Instructional Aides (Funded with CSI Grant) provide small group targeted support/intervention in ELA and Math during the instructional day and Power Hour. The aides are trained along with teachers to implement evidence-based strategies, and support access to the core curriculum. Instructional aides are bilingual and provide primary language support as needed for newcomers. Instructional aides work with students clustered by linguistic needs, and SWD.</p>		
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Action #	Title	Description	Total Funds	Contributing
3	<b>Implementation of Supplemental Curriculum</b>	<p>Supplemental Curriculum is used as a Tier 1 (all students have access) and Tier 2 (for grouping, differentiation, and re-teach).</p> <p>The following supplemental programs are used to enrich Supplementary materials are used to provide extension, enrichment, and support to the curriculum. They are also used to differentiate instructional and meet the various skill and ability levels in the classroom.</p> <p>The following Supplemental Programs are used to support student learning:</p> <ul style="list-style-type: none"> <li>• Achieve 3000</li> <li>• Actively Learn</li> <li>• IXL Reading</li> <li>• IXL Math</li> <li>• Brain Pop</li> <li>• Rosetta Stone (for Multilingual Learners)</li> <li>• English Learner Academic Toolkit (Kate Kinsella)</li> <li>• Grade Level Appropriate Novels, high interest/low ability books, supplemental reading materials</li> </ul>	<b>\$10,145.00</b>	[N]

Action #	Title	Description	Total Funds	Contributing
4	<b>Strengthen Multilingual Learner Programs and Services</b>	<p>RWWNMS employs an <b>ELD teacher</b> to provide daily Designated ELD to Multilingual Learners (MLL). The teacher is provided with training to effectively meet the needs of emerging, expanding and bridging levels. Professional Learning is offered through <i>EL Rise</i>, and other outside opportunities throughout the year.</p> <p>Designated ELD provides explicit language instruction to multilingual learners. Cengage: Inside the USA is the adopted curriculum, used with Fidelity. Training for the program is provide through the publisher. All students have a Rosetta Stone license allowing more application and practice with language.</p> <p>Bilingual Instructional Aides support Multilingual Learners, particularly at the emerging level in the classrooms, through primary language support as needed. Students are clustered during the school day by language need, allowing Aides to most effectively support them in small groups and through scaffolds.</p> <p>All teachers are continually provided with Integrated ELD strategies through ongoing professional learning for all content teachers during the weekly PD block and for ELA and HSS teachers through the CA Reading and Literacy Project (CRLP) a multi-year imitative through Loyola Marymount University.</p> <p>For 2022-23, the school will refine and improve upon the manner in which we implement strategies to address the needs of Multilingual learners in the classroom and meet the Measurable Pupil Outcomes (higher reclassification rates and increase in ELPI). School leaders and instructional coaches will hold teachers accountable for providing more opportunities for academic discourse to apply and grow academic language. Additionally, teachers will be supported in writing instruction and there will be more emphasis on supporting LTELS through Reading Intervention, and Power Hour support.</p>	<b>\$81,922.00</b>	Y

5	<p><b>Services to Support Students with Disabilities</b></p>	<p>LACOE is the SELPA Provider for RWWNMS. The <b>SPED Coordinator</b> (split between RWWNMS and RWWN High School) is responsible for developing, implementing and monitoring quality student-centered Individual Education Plans (IEPs) including documentation and adherence to requirements and timelines, <b>staffing and contracted services</b>. Our SPED program provides improved outcomes and closes the achievement gap for students with disabilities, and coordinates, designs, and provides for specialized and age-appropriate programs, services and supports for students. Program services will include providing Special education teachers, Instructional aides and support staff.</p> <p>The SPED Team is comprised of the SPED Coordinator, 2 RSTs, Paraprofessional, School Psychologist (split between RWWNMS and HS), and contracted services to provide all required services to SWD to ensure the academic, social-emotional and behavioral needs are met, and support services are provided. All services are tracked through SEIS. The SPED team participates in professional learning from its SELPA and other resources to improve student academic outcomes and accelerate student learning. Members of the team will attend a range of training through LACOE, and outside conferences in the Southern California area. The CAO and SPED coordinator actively engage in the LACOE SELPA and ensure we are up to date and fully aware of all compliance and regulation around the SPED Program.</p> <p>Upon consultation with the LCOE SELPA around LCAP, feedback was provided on how to address disproportionality. We will refine strategies for preventing disproportionality by bolstering our prevention efforts by ensuring provision of high- quality, rigorous curriculum and behavioral supports, conducting universal academic and social-emotional screening to identify students at risk for difficulties, and providing evidence-based interventions.</p> <p>The school plans to go above and beyond in providing high quality services. During the 2022-23 school year, general and special education teachers will collaborate more deeply for more effective inclusion through co-teaching, planning and grading. More time will be dedicated to SPED during weekly</p>	<p><b>\$315,996.50</b></p>	<p>Y</p>
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Action #	Title	Description	Total Funds	Contributing
		<p>content team PD, including guest presenters from SELPA and other partnerships. There will be emphasis on meeting needs of students who are both SWD and multilingual learners.</p> <p>During the 2021-22 School year the school contracted an outside company. (Expatiate). The plan was to build in-house capacity and move away from this model to improve our own services and have a more cost-effective structure. Thus, we will hire an additional school psychologist to provide DIS Counseling, and work with individual contractors for Speech and Language and Occupational Therapy (OT) services.</p>		

6	Broad Course of Study	<p>RWWNMS promotes College and Career Readiness for all students, including Unduplicated Pupils and Students with Disabilities, through access to a Broad Course of Study to include ELA, Math, NGSS Science, History Social Science, Physical Education, and Career Technical Education through a Digital Media Arts focus, which students will continue if they enroll in RWWNHS. Through the Career Pathways Grant, the 2022-23 school year will bring in new opportunities for CTE with industry experts, career exposure, field trips, and support in integrating Digital Media Arts Standards in content areas. Three teachers have been trained in the Arts Matter Program, through LA Promise Fund, providing skill and knowledge in using Media Arts Standard in concert with core content standards.</p> <p>Physical well-being is imperative for the development of Middle Grade learners. The PE program incorporates health and wellness curriculum based on PE Physical Education Model Content Standards. PE is also where students learn Sex Education as required by the CA Healthy Youth act, with the purpose to provide every student with the knowledge and skills necessary to protect their sexual and reproductive health from unintended pregnancy, human immunodeficiency virus (HIV), and sexually transmitted infections (STIs). The PE Teacher uses Teen Talk, an approved curriculum through LACOE, and attends an annual training.</p> <p>The school offers all students an enrichment period where students engage in arts, technology, and social-emotional learning. This year there will be a greater emphasis on College and Career Exploration, and enhanced CTE through the CPC partnership.</p> <p><b>Promise Time/Advisory</b></p> <p>Advisory Period addresses Social Emotional Learning and build connectedness to the school. Feedback from staff underscores the need for more planning time and support in imparting a strong and effective Promise Time. Member of the ILT will engage in Summer Planning to review and reinforce goals for Promise</p>	\$1,000.00	Y
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Action #	Title	Description	Total Funds	Contributing
		<p>Time, which will be presented at the Summer Teachers Conference in August 2022 During the Summer Teachers Conference.</p> <p>Through a partnership with the Constitutional Rights Foundation, all teachers are trained in implementing the Civic Action Project (CAP) during Advisory. The school launched CAP in 2021 and held a CAP Expo to present projects. The charter identifies Civics Education as a focus area, including respectful discourse. Our goal is to prepare all students to earn the State Seal of Civic Engagement upon graduation from high school. Teachers and students will build upon CAP projects in the upcoming year, and annual presentations to a public audience will be a signature practice.</p>		

**Goal Analysis**

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.

Due to the inability to hire a teacher due to an unexpected vacancy during the first month of school, and lower than expected enrollment, the decision was made to collapse sections and reassign grade levels. This resulted in one less teacher at the school, reflected in the budget. (The position has been filled for 2022-23).

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

Some actions were not taken because of COVID surges, resulting in staff and student absences. Staff attrition and unfilled vacancies also affected spending. This reduced salary and benefit costs associated with these positions. Additionally, some larger planned expenditures, were not incurred at the identified levels planned for.

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

Actions to improve the effectiveness of targeted intervention programs, data management systems, and services for English Learners and SWD, resulted in growth and progress. The impact of the pandemic and unfinished learning requires additional layers of support and refinement of practice, that are planned for during the current year. Planned actions to address the urgent need to increase math proficiency in the previous LCAP did not lead to an increase in achievement to the extent needed to prepare students for high school math, and College and Career Readiness. Additionally, when students returned for in-

person instruction, we understood that learning loss was clear in many aspects, namely Math and ELA. Reflections on practice resulted in increased instructional coaching for the 2022-23 Instructional year, a greater focus on Instructional Goals, and High Dosage Math Tutoring.

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.

The most effective change relates to SPED services, and the decision to terminate the contract with the SPED provider to hire and meet the need in-house. We determined through Educational Partner Engagement that the needs could be met more efficiently and cost effectively through the in-house structure. A deep analysis found that the planned structure for 2022-23 will shift more responsibilities to the SPED Coordinator, who knows the students, staff, families and SPED programs, and we can allocate resources more directly to students than outside contract costs. There is also a fulltime onsite Instructional Coach to provide more daily feedback and coaching to grow teacher practice in addition to support from school leaders and content experts.

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

**Goal**

Goal	Description
Goal 2	<p><i>Provide educators with high quality professional learning aligned with Instructional Goals, that is differentiated to meet the needs of educators, based on their effectiveness and career phase. Increase instructional coaching to support and advance high-impact teaching strategies that address diverse learning needs and improve academic outcomes for all students, including Multilingual Learners and SWD.</i></p> <p>State Priorities: 2, 4, 5, 7, 8</p>

An explanation of why the LEA has developed this goal.

Initiatives aimed at improving teacher practice for the 2021-22 school year resulted in teacher growth as evidenced by formal and informal teacher observations, and evaluation scores based on *Danielson’s Framework for Effective Teaching*. Teachers report that they feel supported. There is a continued need for instructional coaching to develop and implement rigorous, standards-aligned daily lessons, and support teachers with instructional pacing, and using data to plan intervention. We know that efforts to support educators through coaching lead to higher satisfaction, and retention.

**Measuring and Reporting Results**

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																																																																									
% of students with access to Standards-aligned materials	100%	100%			100%																																																																									
Implementation of the Academic Content Standards: as measured by CDE’s Priority 2 Local Indicator rubric.	<table border="1"> <thead> <tr> <th colspan="2">OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS</th> </tr> <tr> <th></th> <th>2020-21</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>4</td> </tr> <tr> <td>ELD</td> <td>4</td> </tr> <tr> <td>MATH</td> <td>4</td> </tr> <tr> <td>NGSS</td> <td>4</td> </tr> <tr> <td>HISTORY</td> <td>4</td> </tr> <tr> <td>CTE</td> <td>3</td> </tr> <tr> <td>HEALTH</td> <td>4</td> </tr> <tr> <td>PHYSICAL ED.</td> <td>4</td> </tr> <tr> <td>VAPA</td> <td>4</td> </tr> </tbody> </table>		OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS			2020-21	ELA	4	ELD	4	MATH	4	NGSS	4	HISTORY	4	CTE	3	HEALTH	4	PHYSICAL ED.	4	VAPA	4	<table border="1"> <thead> <tr> <th colspan="2">OPTION2: CDE REFLECTION TOOL: ACAD. STANDARDS</th> </tr> <tr> <th></th> <th>2021-22</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>5</td> </tr> <tr> <td>ELD</td> <td>4</td> </tr> <tr> <td>MATH</td> <td>5</td> </tr> <tr> <td>NGSS</td> <td>5</td> </tr> <tr> <td>HISTORY</td> <td>4</td> </tr> <tr> <td>CTE</td> <td>5</td> </tr> <tr> <td>HEALTH</td> <td>5</td> </tr> <tr> <td>PHYSICAL ED.</td> <td>5</td> </tr> <tr> <td>VAPA</td> <td>5</td> </tr> <tr> <td>WORLD LANGUAGE</td> <td>4</td> </tr> </tbody> </table>		OPTION2: CDE REFLECTION TOOL: ACAD. STANDARDS			2021-22	ELA	5	ELD	4	MATH	5	NGSS	5	HISTORY	4	CTE	5	HEALTH	5	PHYSICAL ED.	5	VAPA	5	WORLD LANGUAGE	4			<table border="1"> <thead> <tr> <th colspan="2">OPTION2: CDE REFLECTION TOOL: ACAD. STANDARDS</th> </tr> <tr> <th></th> <th>2023-24</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>5</td> </tr> <tr> <td>ELD</td> <td>5</td> </tr> <tr> <td>MATH</td> <td>5</td> </tr> <tr> <td>NGSS</td> <td>5</td> </tr> <tr> <td>HISTORY</td> <td>5</td> </tr> <tr> <td>CTE</td> <td>5</td> </tr> <tr> <td>HEALTH</td> <td>5</td> </tr> <tr> <td>PHYSICAL ED.</td> <td>5</td> </tr> <tr> <td>VAPA</td> <td>5</td> </tr> <tr> <td>WORLD LANGUAGE</td> <td>5</td> </tr> </tbody> </table>		OPTION2: CDE REFLECTION TOOL: ACAD. STANDARDS			2023-24	ELA	5	ELD	5	MATH	5	NGSS	5	HISTORY	5	CTE	5	HEALTH	5	PHYSICAL ED.	5	VAPA	5	WORLD LANGUAGE	5
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% of Teachers appropriately credentialed & assigned	58.3%	80%			100%																																																																									
Gr 7 PFT: % students meeting all 6 HFZ	**Not administered	Pending			30%																																																																									

**Actions**

Action #	Title	Description	Total Funds	Contributing
1	<p><b>School Leaders and Teachers to Support the Educational Program</b></p>	<p>RWWNMS employs an Administrative Team of <b>Principal and Assistant Principal, and a total of 11</b> appropriately credentialed and assigned classroom <i>teachers</i>, for students in grades 6-8, to provide instruction in all core subject areas: ELA, Math, Science, Social Studies and Physical Education, and Designated ELD as part of the school’s base program, and Special Education.</p> <p>RWWNMS provide students with 180+ instructional days which exceeds CA state requirement of 175 instructional days.</p> <p>All teachers participate in 10 days of professional development during the annual <i>Summer Teachers Conference</i>, to prepare for the 2022-23 academic school year, and <i>4 Pupil Free Days</i>, “Data Days” during the academic year for professional development to focus on data analysis following the administration of Interim Assessments. All teachers participate in weekly Professional Learning sessions held on Wednesdays, when the school has early release days. Therefore, a portion of salaries are being funded with LCFF S&amp;C.</p>	<p><b>\$1,235,789.77</b></p>	<p>[Y]</p>

2	<p><b>Professional Learning and Instructional Coaching</b></p>	<p>The focus for the 2022-23 school year will be on meeting the academic and social emotional need of all learners through MTSS, Integrated ELD, accommodating SPED students in the general education classroom, content area literacy and collaboration, instructional pacing, Data-Driven Instruction, and furthering Instructional Goals. These goals were established based on 2021-22 Data, reflections of the 2021-22 LCAP, and a teacher needs assessment to evaluate the PD program. School leaders plan weekly professional learning in conjunction with the CAO with the goal of focus on broad areas for school and teacher improvement.</p> <p><b>Instructional Coaching</b></p> <p>The school will continue a partnership with the New Teacher Center (NTC) that began in 2021. NTC is working with the CAO and School leaders to improve systems for coaching, and train Principals and Assistant Principals in a framework to accelerate teacher practice through the development of Instructional Goals and Indicators. This process involved weekly classroom observations and a debrief, with feedback and accountability for implementation. The initiative includes ongoing collaboration with the leadership team at RWWN HS. For the 2022-23 school year, there will be a deeper implementation of the coaching framework and more focused support on teachers that require more coaching.</p> <p>The work with content experts has been highly effective and will continue into the 2022-23 school year with more emphasis on support for beginning and struggling teachers. We have continued our contract work with highly effective Science and Math Coaches, that provide monthly content team professional learning, bi-monthly PLC for lesson study and consultancy protocols around student work. Feedback that will guide the work this year is more support with instructional pacing and scaffolding for Multilingual Learners and SWD in the content area. ELA and HSS teachers engage with the CA Reading and Literature Project (CRLP) through Loyola Marymount. A professor from LMU also provides monthly PD, and protocol consultancy around student writing, in addition to supporting teachers in seamlessly integrating the ELD Standards through Integrated ELD. For 2022-23 CRLP will support teachers in writing</p>	<p><b>\$189,705.00</b></p>	<p>[Y]</p>
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		<p>instruction. All content area coaching begins in August at the Summer Teachers Conference with three days of Instructional coaching/guided planning.</p> <p>In revisiting LCAP goals with the teaching staff, the need for more on-site coaching apart from contracted content coaches was identified. Teachers need support with using data sources/common assessments to adjust daily lessons, and tailor instruction for Multilingual Learners, SWD, and all students not meeting/exceeding standards through differentiation and grouping. The school will have a full-time Instructional Coach that will model lessons, plan with teachers, and provide daily coaching and feedback.</p> <p><b>Professional Learning</b></p> <p>Evidence-based, high impact professional learning is an integral component of our charter and educational model. As a small charter school, RWWNMS strives to maintain staff members who are fully committed to serving the students in our community, those furthest from opportunity. We firmly believe that high quality, frequent, evidence-based PD builds teacher and school leader capacity and promotes retention. Professional learning occurs during the Summer Teacher Conference, during weekly PD time (early release), and by sending leaders and teachers to outside conferences and workshops offered through LACOE and through other educational organizations. In order to provide more time for instructional planning and teacher collaboration, we have increased the number of Pupil-Free “Data Days” from two to four. This action was based on feedback from school leaders, wanting more time for teachers to hand-score (CAASP Interim Comprehensive Assessment (ICA), analyze NWEA MAP Data for the Fall and Winter Administration, and to use data more effectively to improve RTI, thorough Power Hour grouping, planning for intervention and re-teach, and progress monitoring.</p> <p><b>Teacher Induction</b></p> <p>To support teacher effectiveness and credential clearance, RWWNMS will reimburse <i>teacher induction expenses</i> for 2 teachers in the LACOE program. The LACOE Program and coaching for induction teachers provides an additional layer of support and increased retention in our schools.</p>	
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<p>3</p>	<p><b>Cohesive, Standards Aligned Core Curriculum</b></p>	<p>RWWNMS provides access and equity to core content learning through high quality, standards aligned, cohesive curriculum. While digital curriculum was used exclusively during distance learning, we are shifting to a combination of digital content and textbooks/consumables since we are fully in-person. CDE provides curriculum frameworks and instructional materials guidance which informs our decisions for implementing content standards. We will adopt new curriculum in alignment with new adoptions. Teacher input is used to make changes to a new curriculum. Desmos was adopted for the 2021-22 school year. For 2022-23 the only change will be from STEMScopes Science to Amplify. Teachers will be trained i</p> <p>The following standards-aligned curriculum will be implemented with fidelity by teachers:</p> <ul style="list-style-type: none"> <li>• EngageNY (Reading/Language Arts)</li> <li>• Desmos (Math)</li> <li>• History Alive/TCI, (History/Social-Science)</li> <li>• Amplify (NGSS Science)</li> <li>• Cengage: Inside the USA (Designated ELD)</li> </ul> <p>Supplemental curriculum supports these programs including but not limited to: DBQ Kits, achieve 3000, Actively Learn, IXL Math and English, Brain Pop, and class sets of novels.</p> <p>To provide equitable instruction, there is an inclusion of Culturally Responsive teaching in all content areas, and diversity in selection of themes, and authors, and a promotion of understanding and tolerance for differences in culture, background, religion and sexual orientation.</p> <p><b>Instructional Technology</b></p> <p>A benefit to distance learning was the ability to learn ways to use technology more effectively to impact student learning. Namely, the use of Google Classroom as the Learning Management System (LMS). The school is focused on closing the Digital Divide by partnering with School2Home, a non-profit that provides 1-1 chrome books for all students. Given the constant use, there is predicted wear and tear on devices and chargers, so they need to be replaced and refurbished. There is a IT expert at our school to support the technology</p>	<p>\$65,004</p>	<p>[Y]</p>
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Action #	Title	Description	Total Funds	Contributing
		<p>program (shared with RWWNHS). The school began providing free internet through WIFI hot spots to households in need during the pandemic and continues this practice so that every student has access.</p> <p>To improve teaching and learning, the school utilized concentration funds to build upon existing technology, including the purchase of Promethean Boards, and training for staff.</p>		

**Goal Analysis Goal Analysis**

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.

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

Some actions were not taken because of COVID surges, resulting in staff and student absences. Staff attrition and unfilled vacancies also affected spending. This reduced salary and benefit costs associated with these positions. Additionally, some larger planned expenditures, were not incurred at the identified levels planned for.

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

Based on feedback from Educational Partners, the school made progress in meeting the goal and the combination of actions resulted in furthering Instructional Coaching and the Professional Learning Program. Actions for 2022-23 will build upon these actions by shifting Instructional Goals based on 2022 Academic Data (NWEA Mid-Year/Winter and Summative CAASPP, released during Summer of 2022). The data will drive instructional planning, and professional learning for the upcoming year. The use of existing curriculum was effective in providing access to the core. This year, the school will continue to refine the use of instructional technology.

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.



The additional of a full-time instructional coach, to support teachers daily on site and compliment the work with content experts on applying standards during daily lessons.

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

Goal #	Description
3	<p><i>Provide students, staff, and families with an inclusive, safe, and supportive learning environment, through the realization of Mission/Vision, Instructional Goals, and Learner Outcomes. Meaningfully engage all Educational Partners through structures that promote positive learning conditions and allow all individuals and groups to feel socially, emotionally, and physically safe, supported, connected to the school, and engaged in teaching and learning.</i></p> <p>State Priorities: 1, 3, 5, 6</p>

An explanation of why the LEA has developed this goal.

RWWNMS recognizes the critical academic and social emotional needs of students during challenging times, in addition to the cognitive and developmental needs of young adolescents/middle schoolers. Upon return to in-person instruction following the pandemic, students exhibited learning and opportunity loss, isolation, anxiety and an increased need for behavioral supports. Providing a positive learning climate where students are supported in all aspects is at the core of this goal. The school will further MTSS including PBIS which has proven successful but needs more refinement. There is an urgent need to meaningfully engage, inform, communicate and educate parents on strategies to monitor and support their child academically and social-emotionally, through increased parent events and workshops.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Facility FIT Report Score of “Good”	Exemplary	Exemplary			Exemplary

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parents will have input in decision-making (including UP, and SWD): PAC, ELAC/DELAC & EL-PAC.	Outcome Met	Outcome Met			Outcome Met
Provide opportunities for parent participation in programs including Unduplicated Pupils (UP), and Students with Disabilities (SWD).	Outcome Met	Outcome Met			Outcome Met
Increase parent satisfaction rate as measured in the annual survey.	67%	Pending			70%
Increase % of students who feel connected, safe and engaged at school as measured in the annual survey.	61%	Pending			80%
Increase % of staff who feel supported and connected as measured in the annual staff survey.	47%	40%			70%

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

**Actions**

Action #	Title	Description	Total Funds	Contributing
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1	<p><b>Promote Positive School Climate and Culture</b></p>	<p>RWWNMS will provide all students with opportunities to engage in learning opportunities outside of the classroom (field trips) to further enhance the learning process, deepen student engagement and motivation. Opportunities will align with CTE and College and Career Readiness to expose students to career opportunities in Digital Media Arts, where Black and Brown people are underrepresented.</p> <p>Our school will implement the following to provide all students and staff with a safe, welcoming and positive learning environment that promotes student academic, social-emotional growth, and physical and mental well-being:</p> <ul style="list-style-type: none"> <li>- Update School Safety Plan</li> <li>- Student Award Assemblies and Celebrations</li> <li>- Weekly Whole School Meeting</li> <li>- PBIS Events</li> <li>- Spirit Weeks, lunchtime and after school activities</li> <li>- Student Government</li> <li>- Panorama School Climate and Culture Surveys Administered to staff, students &amp; parents</li> <li>- Field trips and class trips</li> <li>- Meal services for all students</li> <li>- Grade 8 Promotion and related activities</li> <li>- Promise Time/Advisory activities and competitions</li> <li>- Civic Action Projects (CAP)</li> <li>- After School All Stars provides comprehensive after school programming</li> </ul> <p><b>PBIS Cohort</b></p> <p>RWWNMS is part of a multi-year PBIS cohort that provides training and support for PBIS. The school is in the fourth year of the cohort and will move into Tier 2, year 2 for implementation. The PBIS team is led by the Assistant Principal and Teacher Leaders. The 2023 Team will advance school wide PBIS to decrease office referrals, focus on more positive interactions between and among students, and bullying prevention, including cyber bullying.</p>	<p><b>\$115,514</b></p>	<p>[Y]</p>
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		<p><b>MTSS</b></p> <p>RWWNMS &amp; RWWNHS were awarded the CA MTSS Pathway. The CAO will serve as the LEA Coach and school leaders will also complete the certification by March 2023. The goal of MTSS is to improve the constructs for school conditions and climate included relationships, connectedness, respect for cultural differences, and high expectations for student learning. Constructs for teaching and learning include well-maintained facilities, access to broad course of study, collaboration, professional learning, and empowerment through shared decision making. While the school implemented MTSS for the 2021-22 LCAP, the coaching will make certain that the goals and actions are on target for comprehensive MTSS that shapes school culture.</p> <p><b>School Social Worker/Social Work Interns and Supervisor</b></p> <p>Concentration funding provided personnel for a mental health team. The provision of mental health services through individual and group counseling and referrals to outside agencies such as Wellnest in South LA. In 2021-22, a full-time School Social was hired to serve the need. Her work will extend into the 2022-23 year, as she creates more opportunities to address mental health with students and families. The school has a partnership with the Dworak-Peck school of Social Work at the University of Southern California. This partnership provides two social work interns working under a supervisor, to help the school meet the immense mental health needs. The interns provide individual and group counseling and engage in a project to further social work/mental health support at the school.</p> <p>In light of the recent tragic events relating to school shootings, the team will expand outreach to students and families, to focus on male students to remove stigma of mental health and encouraging them to reach out for support to the school team.</p> <p><b>Trauma Informed Practice Training</b></p> <p>Despite the additions of student support services through concentration funding, the needs remain great. Input from school staff is that there is a need for more training around Trauma Informed Practice. We will engage LACOE and other outside agencies for this training during the school year.</p>		
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Action #	Title	Description	Total Funds	Contributing
		<p><b>After School All Stars</b></p> <p>Through the CDE ASES Grant, RWWNMS successfully partners with After School All Stars for high quality after school programming, available for all interested students. The Program starts at dismissal and goes until 6:00 PM. The All-Stars Program Coordinator is present at the school daily, and there is seamless integration between the school and All Stars. All Stars provides transformative opportunities that help students develop the skills, knowledge, and habits needed to succeed in life, school, and their future career. Program Areas include health and fitness/competitive sports, academic readiness, STEM, Career Exploration, and Visual and Performing Arts. All Stars is year-round and supports summer school programming.</p>		

2	<p><b>Meaningfully Engage Families through Increased Participation, Input and Shared-Decision Making</b></p>	<p>Meaningful parent engagement is still an area of need. During school closure for COVID, all family engagement via parent meetings was through zoom. While the campus was open for in-person learning, there is still not the level of desired attendance and participation despite providing opportunities both in-persona and virtually. The need for greater participation is a major goal for the upcoming year.</p> <p>Parental input is elicited in various ways, and the amount of input is a Measurable Pupil Outcome. Opportunities for parent input and shared decision-making takes place through the following: English Language Advisory Committee (ELAC), DELAC, &amp; EL Parent Advisory Committee (EL-PAC) CA EC 52062(a)(2) Parent Advisory Committee (PAC) per CA EC 52062(a)(1)</p> <p>A dedicated, full-time, Parent Coordinator has supported communication, information and opportunities for families/caregivers. These opportunities will expand beginning with family events planned for Summer 2021. There will be offerings for citizenship and ESL classes through a partnership with East LA Community College (ELCA). The school will also provide outreach to Black Parents through a series of workshops and events. A series of family literacy, and STEM nights will be planned and implemented.</p> <p>RWWNMS will provide all parents including those of unduplicated students, and Students with Disabilities with numerous opportunities to engage as partners in their child’s education. To keep families up to date on school events, promote parent engagement and participation, our school’s website has been improved, and will undergo more improvement to make it more up to date, parent friendly and interactive. <b>Parent Square</b> is the primary way that the school communicates with families to provide ongoing communication through emails and texts regarding all school reminders, activities and events. A goal for this year is to expand social media presence for communication, outreach and student recruitment.</p> <p>Parents have access to <i>PowerSchool parent portal</i> where they can view their child’s academic grades, coursework completion, attendance and communicate with school staff. Power School is the SIS system that houses all student grades</p>	\$55,481	[Y]
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Action #	Title	Description	Total Funds	Contributing
		<p>and attendance data. Parents/guardians will be surveyed annually to measure satisfaction and seek input on the school’s LCAP, and our educational program.</p> <p>Monthly Parent Town Hall Meetings are held, in-person with virtual links provided. During the 2021 School year, PTH meetings were used to engage parents in the school community and provide input to inform LCAP. The goal for 2022-23 is for more parents to attend monthly meetings and gather more input to inform our educational program.</p>		
3	<b>Safe and Well-Maintained School Facilities Conducive to Student Learning</b>	<p>RWWNMS is co-located through Prop 39 at Barack Obama Global Preparatory Campus. The school has a positive and collaborative relationship with the district partner and meets weekly to discuss the facility and safety.</p> <p>To maintain a safe school environment, RWWNMS employs 3 <i>campus aides</i>. All staff participates in <i>Safe Schools training</i> in August and to include student training materials (bullying, school climate, health protocols).</p> <p>RWWNMS strives to provide all students and staff with a safe and clean school facility site and adhere to all state and local county health department guidelines in the prevention of COVID, and purchase of PPE supplies. Annually, our school administers an annual Facility Inspection Tool (FIT) report and will address any issues/findings. Custodial needs are met through the LAUSD campus. Clean, well-organized classrooms that are conducive to learning are a required for all teachers. We expect classrooms to be print-rich, with bulletin boards displaying current student work.</p> <p>The Safe Schools Plan is a living document, constantly reviewed and improved upon as needed. School safety is paramount to the physical and emotional well-being of students.</p>	\$245,796	[N]

**Goal Analysis for 2022-23**

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.



NA

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The planned contributing expenditures were 7% less than budgeted, largely as a result of impacts from COVID, which caused student and staff absences. Staffing restructuring as a result of lower enrollment and attendance also affected spending. This reduced salary and benefit costs associated with these positions. Additionally, some larger planned expenditures, were not incurred at the identified levels planned for.

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

The school made gains in school culture and climate, based on the actions in the 2021-22 LCAP that will further MTSS and integrate PBIS. The need to support social learning and mental health remains great and demands continued emphasis. Meaningful family engagement also is an area identified for growth and the school plans to expand opportunities for parental participation this year.

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.

Continued focus on reinforcing and improving school safety in collaboration with the Prop 39 district partner administrative team.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

**Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [LCAP Year]**

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$366,754	\$43,039

**Required Percentage to Increase or Improve Services for the LCAP Year**

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
39.14%	0%	\$0	39.14%

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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.

The following actions were principally directed towards and effective in meeting Russell Westbrook Why Not? Middle School’s goals for Unduplicated Pupils (UP), as identified upon completing a Comprehensive Needs Assessment. After assessing the needs, conditions, and circumstances of our English Learners, low-income and Foster Youth students, we learned that they lacked foundational literacy and math skills, and the detrimental impacts of distance learning has exacerbated learning loss. Over 50% of our students are reading 4 or more years below grade level. In order to address this issue and the underlying issues, RWWNMS will administer NWEA MAP assessments as universal screeners aligned to its Multi-tiered System of Supports (MTSS); and provide tiered academic support built into the instructional day and offered after-school, that include the following actions that will be effective in meeting the goals for Unduplicated Pupils.

- Goal 1, Action 2, Academic Intervention Programs
- Goal 1, Action 4, Multilingual Learner Support
- Goal 2, Action 1: Longer school day, longer school year
- Goal 2, Action 2: Professional development/coaching to build teacher capacity
- Goal 2, Action 3: Closing the digital divide
- Goal 3, Action 1: Promoting a positive school culture and climate
- Goal 3, Action 2: Parent education workshops; and strategies to promote parent engagement & participation

- Goal 3, Action 3: School Safety

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

The services provided and outlined in the 2022-34 LCAP are increased and **improved by at least the percentage outlined 39.14%** compared to the services provided for all students. Services are both increased and improved as outlined in this LCAP.

Assessment results will be disaggregated by student group, analyzed, and used to identify students for academic support/intervention, and/or social-emotional needs. On a regular basis assessment results are reported to staff, students, families and the governing board and may be used to make mid-year modifications as necessary.

An area for growth remains increasing academic performance in Reading and Math performance as measured by internal assessment data (NWEA MAP) Our students have experienced significant learning loss as a result of distance/remote learning, and the impacts of COVID. The State Board of Education (SBE) has approved Northwest Education Administration (NWEA) Measures of Academic Progress (MAP) as a verified data source. NWEA is a research-based computer adaptive assessment that is standards aligned and accurately reflects the student's level and measures growth over time. It provides teachers with accurate, and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level.

RWWNMS offers a Summer Intervention Program to address unfinished learning and ELA/Math gaps. The Reading Intervention teacher supports students reading 3-4 years below grade level Tier 2 supports during Power Hour (intervention block). Over 50% of our students are reading 4+ years below grade level.

Another area of concern on the CA School Dashboard is suspension rates, and Chronic absenteeism rates. The Assistant Principal leads PBIS, SEL curriculum, support a positive school climate and culture, and address root causes of behavior disruption. PBIS is implemented schoolwide to ensure equity of instruction by focusing on teaching appropriate behaviors rather than punitive and reduce suspension rates. PBIS will be furthered as the school moves into the advanced tier.

The School Climate and Culture Survey through Panorama evaluates the effectiveness of social-emotional learning, multi-tiered system of supports, response to intervention, school climate and student voice. It provides school leaders with data for immediate to develop actions that improve student outcomes. Panorama provides a valid and reliable way to measure and improve social-emotional learning schoolwide. The research-based surveys also identified as evidence-based by Every Student Succeeds Act (ESSA) compiles data for educators to implement best practices for intervention management. Panorama surveys will also be used to address and support educator and staff well-being and social-emotional capacity.

To strengthen ELD instruction and EL proficiency of the English language, ELD Paraprofessionals will provide supplemental small group and individualized support for Multilingual Learners during Designated ELD and core classes. Multilingual learners utilize Rosetta Stone, a supplemental program to help build language proficiency.

The New Teacher Center provide a coaching/training model for principals to align 6-12 practice: School leader convening; Identifying resources and constraints; Codifying academic strategy and system focus; and Determine alignment between curriculum, school assessment and state assessments. In order to strengthen the delivery of instruction, build teacher capacity, and ensure all teachers are appropriately credentialed and assigned which impacts student learning, engagement and academic outcomes, instructional coaches will be provided for each content area that will include ongoing coaching, observations, and feedback cycles.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

A portion of the salary for the designated ELD teacher is funding through additional concentration funding, since the teachers is providing direct services for Multilingual learners.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		<b>12.22</b>
Staff-to-student ratio of certificated staff providing direct services to students		<b>6.47</b>

## Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 1,617,286	\$ -	\$ 86,199	\$ 1,071,478	2,774,963	\$ 2,100,679	\$ 674,285

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Implement Multiple Assessments to Monitor	All				\$ 2,320	\$ 2,320
1	2	Addressing Academic Needs to Accelerate	All				\$ 2,845	\$ 2,845
1	2	Addressing Academic Needs to Accelerate	All				\$ 15,861	\$ 15,861
1	2	Addressing Academic Needs to Accelerate	All	\$ 8,000				\$ 8,000
1	2	Addressing Academic Needs to Accelerate	All				\$ 52,309	\$ 52,309
1	2	Addressing Academic Needs to Accelerate	All				\$ 107,058	\$ 107,058
1	2	Addressing Academic Needs to Accelerate	All				\$ 10,000	\$ 10,000
1	2	Addressing Academic Needs to Accelerate	All				\$ 91,155	\$ 91,155
1	2	Addressing Academic Needs to Accelerate	All	\$ 19,362			\$ 32,743	\$ 52,104
1	2	Addressing Academic Needs to Accelerate	All	\$ 317				\$ 317
1	2	Addressing Academic Needs to Accelerate	All				\$ 116,640	\$ 116,640
1	2	Addressing Academic Needs to Accelerate	All					\$ -
1	3	Implementation of Supplemental Curriculum	All					\$ -
1	3	Implementation of Supplemental Curriculum	All					\$ -
1	3	Implementation of Supplemental Curriculum	All					\$ -
1	3	Implementation of Supplemental Curriculum	All					\$ -
1	3	Implementation of Supplemental Curriculum	All				\$ 5,145	\$ 5,145
1	3	Implementation of Supplemental Curriculum	All				\$ 5,000	\$ 5,000
1	3	Implementation of Supplemental Curriculum	All					\$ -
1	4	Strengthen Multilingual Learner Programs	EL	\$ 63,718				\$ 63,718
1	4	Strengthen Multilingual Learner Programs	EL	\$ 550				\$ 550
1	4	Strengthen Multilingual Learner Programs	EL	\$ -				\$ -
1	4	Strengthen Multilingual Learner Programs	EL	\$ 4,910				\$ 4,910
1	4	Strengthen Multilingual Learner Programs	EL	\$ 12,744				\$ 12,744
1	5	SERVICES TO SUPPORT SWD	SWD	\$ 44,805				\$ 44,805
1	5	SERVICES TO SUPPORT SWD	SWD	\$ 40,000				\$ 40,000
1	5	SERVICES TO SUPPORT SWD	SWD	\$ 66,310				\$ 66,310
1	5	SERVICES TO SUPPORT SWD	SWD	\$ 6,063		\$ 28,437		\$ 34,500
1	5	SERVICES TO SUPPORT SWD	SWD	\$ 44,799				\$ 44,799
1	5	SERVICES TO SUPPORT SWD	SWD			\$ 15,000		\$ 15,000
1	5	SERVICES TO SUPPORT SWD	SWD			\$ 20,000		\$ 20,000
1	5	SERVICES TO SUPPORT SWD	SWD			\$ 1,500		\$ 1,500
1	5	SERVICES TO SUPPORT SWD	SWD	\$ 3,000				\$ 3,000
1	5	SERVICES TO SUPPORT SWD	SWD	\$ 24,821		\$ 21,262		\$ 46,083
1	6	Broad Course of Study	All					\$ -
1	6	Broad Course of Study	All	\$ 1,000				\$ 1,000
1	6	Broad Course of Study	All					\$ -
1	6	Broad Course of Study	All					\$ -
2	1	School Leaders and Teachers to Support	All				\$ 106,090	\$ 106,090
2	1	School Leaders and Teachers to Support	All				\$ 97,850	\$ 97,850
2	1	School Leaders and Teachers to Support	All	\$ 62,504				\$ 62,504
2	1	School Leaders and Teachers to Support	All	\$ 66,267				\$ 66,267
2	1	School Leaders and Teachers to Support	All				\$ 83,945	\$ 83,945
2	1	School Leaders and Teachers to Support	All	\$ 70,302				\$ 70,302
2	1	School Leaders and Teachers to Support	All	\$ 65,004				\$ 65,004
2	1	School Leaders and Teachers to Support	All	\$ 73,163				\$ 73,163
2	1	School Leaders and Teachers to Support	All	\$ 66,954				\$ 66,954
2	1	School Leaders and Teachers to Support	All				\$ 79,125	\$ 79,125
2	1	School Leaders and Teachers to Support	All	\$ 83,945				\$ 83,945
2	1	School Leaders and Teachers to Support	All	\$ 72,800				\$ 72,800
2	1	School Leaders and Teachers to Support	All	\$ 60,683				\$ 60,683
2	1	School Leaders and Teachers to Support	All	\$ 175,187			\$ 71,971	\$ 247,158
2	2	Professional Development	All	\$ 2,000				\$ 2,000
2	2	Professional Development	All	\$ 4,500				\$ 4,500
2	2	Professional Development	All	\$ 2,500				\$ 2,500
2	2	Professional Development	All				\$ 5,000	\$ 5,000
2	2	Professional Development	All	\$ 10,500				\$ 10,500
2	2	Professional Development	All	\$ 26,250				\$ 26,250
2	2	Professional Development	All	\$ 10,500				\$ 10,500
2	2	Professional Development	All	\$ 10,000				\$ 10,000
2	2	Professional Development	All	\$ 4,932			\$ 9,768	\$ 14,700
2	2	Professional Development	All	\$ 91,155				\$ 91,155
2	2	Professional Development	All				\$ 12,600	\$ 12,600
2	3	Core Curriculum Program Needs	All				\$ 5,000	\$ 5,000
2	3	Core Curriculum Program Needs	All	\$ 8,900			\$ 1,027	\$ 9,927
2	3	Core Curriculum Program Needs	All	\$ 9,417				\$ 9,417
2	3	Core Curriculum Program Needs	All	\$ 8,160				\$ 8,160
2	3	Core Curriculum Program Needs	All				\$ 19,000	\$ 19,000
2	3	Core Curriculum Program Needs	All				\$ 10,000	\$ 10,000
2	3	Core Curriculum Program Needs	All	\$ 3,500				\$ 3,500
3	1	PROMOTING POSITIVE SCHOOL CLIMATE	All	\$ 8,000				\$ 8,000
3	1	PROMOTING POSITIVE SCHOOL CLIMATE	All	\$ 1,533				\$ 1,533
3	1	PROMOTING POSITIVE SCHOOL CLIMATE	All	\$ 16,000				\$ 16,000
3	1	PROMOTING POSITIVE SCHOOL CLIMATE	All	\$ -				\$ -
3	1	PROMOTING POSITIVE SCHOOL CLIMATE	All	\$ 5,000				\$ 5,000
3	1	PROMOTING POSITIVE SCHOOL CLIMATE	All				\$ 64,272	\$ 64,272

3	1	PROMOTING POSITIVE SCHOOL CLIMA' All	\$ 7,867			\$ 1,774	\$ 9,641
3	1	PROMOTING POSITIVE SCHOOL CLIMA' All	\$ 9,900				\$ 9,900
3	1	PROMOTING POSITIVE SCHOOL CLIMA' All	\$ 1,169				\$ 1,169
3	2	Meaningfully Engage Families through Inc All	\$ 1,500				\$ 1,500
3	2	Meaningfully Engage Families through Inc All	\$ 1,376				\$ 1,376
3	2	Meaningfully Engage Families through Inc All	\$ 5,625				\$ 5,625
3	2	Meaningfully Engage Families through Inc All				\$ 39,150	\$ 39,150
3	2	Meaningfully Engage Families through Inc All				\$ 7,830	\$ 7,830
3	3	MAINTAINING SAFE & CLEAN SCHOOL I All	\$ 229,796				\$ 229,796
3	3	MAINTAINING SAFE & CLEAN SCHOOL I All				\$ 10,000	\$ 10,000
3	3	MAINTAINING SAFE & CLEAN SCHOOL I All				\$ 6,000	\$ 6,000

### Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$ -	\$ -
<b>LEA-wide Total:</b>	\$ -	\$ -
<b>Limited Total:</b>	\$ -	\$ -
<b>Schoolwide Total:</b>	\$ -	\$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Implement Multiple Assessments to Monitor	Schoolwide		All schools		\$ 2,320
1	2	Addressing Academic Needs to Accelerate	Schoolwide		All schools		\$ 2,845
1	2	Addressing Academic Needs to Accelerate	Schoolwide		All schools		\$ 15,861
1	2	Addressing Academic Needs to Accelerate	Schoolwide		All schools	\$ 8,000	\$ 8,000
1	2	Addressing Academic Needs to Accelerate	Schoolwide		All schools		\$ 52,309
1	2	Addressing Academic Needs to Accelerate	Schoolwide		All schools		\$ 107,058
1	2	Addressing Academic Needs to Accelerate	Schoolwide		All schools		\$ 10,000
1	2	Addressing Academic Needs to Accelerate	Schoolwide		All schools		\$ 91,155
1	2	Addressing Academic Needs to Accelerate	Schoolwide		All schools	\$ 19,362	\$ 52,104
1	2	Addressing Academic Needs to Accelerate	Schoolwide		All schools	\$ 317	\$ 317
1	2	Addressing Academic Needs to Accelerate	Schoolwide		All schools		\$ 116,640
1	2	Addressing Academic Needs to Accelerate	Schoolwide		All schools		\$ -
1	3	Implementation of Supplemental Curriculum	Schoolwide		All schools		\$ -
1	3	Implementation of Supplemental Curriculum	Schoolwide		All schools		\$ -
1	3	Implementation of Supplemental Curriculum	Schoolwide		All schools		\$ -
1	3	Implementation of Supplemental Curriculum	Schoolwide		All schools		\$ -
1	3	Implementation of Supplemental Curriculum	Schoolwide		All schools		\$ 5,145
1	3	Implementation of Supplemental Curriculum	Schoolwide		All schools		\$ 5,000
1	3	Implementation of Supplemental Curriculum	Schoolwide		All schools		\$ -
1	4	Strengthen Multilingual Learner Programs	Limited		All schools	\$ 63,718	\$ 63,718
1	4	Strengthen Multilingual Learner Programs	Limited		All schools	\$ 550	\$ 550
1	4	Strengthen Multilingual Learner Programs	Limited		All schools	\$ -	\$ -
1	4	Strengthen Multilingual Learner Programs	Limited		All schools	\$ 4,910	\$ 4,910
1	4	Strengthen Multilingual Learner Programs	Limited		All schools	\$ 12,744	\$ 12,744
1	5	SERVICES TO SUPPORT SWD	Limited		All schools	\$ 44,805	\$ 44,805
1	5	SERVICES TO SUPPORT SWD	Limited		All schools	\$ 40,000	\$ 40,000
1	5	SERVICES TO SUPPORT SWD	Limited		All schools	\$ 66,310	\$ 66,310
1	5	SERVICES TO SUPPORT SWD	Limited		All schools	\$ 6,063	\$ 34,500
1	5	SERVICES TO SUPPORT SWD	Limited		All schools	\$ 44,799	\$ 44,799
1	5	SERVICES TO SUPPORT SWD	Limited		All schools		\$ 15,000
1	5	SERVICES TO SUPPORT SWD	Limited		All schools		\$ 20,000
1	5	SERVICES TO SUPPORT SWD	Limited		All schools		\$ 1,500
1	5	SERVICES TO SUPPORT SWD	Limited		All schools	\$ 3,000	\$ 3,000
1	5	SERVICES TO SUPPORT SWD	Limited		All schools	\$ 24,821	\$ 46,083
1	6	Broad Course of Study	Schoolwide		All schools		\$ -
1	6	Broad Course of Study	Schoolwide		All schools	\$ 1,000	\$ 1,000
1	6	Broad Course of Study	Schoolwide		All schools		\$ -
1	6	Broad Course of Study	Schoolwide		All schools		\$ -
2	1	School Leaders and Teachers to Support	Schoolwide		All schools		\$ 106,090
2	1	School Leaders and Teachers to Support	Schoolwide		All schools		\$ 97,850
2	1	School Leaders and Teachers to Support	Schoolwide		All schools	\$ 62,504	\$ 62,504

2	1	School Leaders and Teachers to Support	Schoolwide		All schools	\$ 66,267	\$ 66,267
2	1	School Leaders and Teachers to Support	Schoolwide		All schools		\$ 83,945
2	1	School Leaders and Teachers to Support	Schoolwide		All schools	\$ 70,302	\$ 70,302
2	1	School Leaders and Teachers to Support	Schoolwide		All schools	\$ 65,004	\$ 65,004
2	1	School Leaders and Teachers to Support	Schoolwide		All schools	\$ 73,163	\$ 73,163
2	1	School Leaders and Teachers to Support	Schoolwide		All schools	\$ 66,954	\$ 66,954
2	1	School Leaders and Teachers to Support	Schoolwide		All schools		\$ 79,125
2	1	School Leaders and Teachers to Support	Schoolwide		All schools	\$ 83,945	\$ 83,945
2	1	School Leaders and Teachers to Support	Schoolwide		All schools	\$ 72,800	\$ 72,800
2	1	School Leaders and Teachers to Support	Schoolwide		All schools	\$ 60,683	\$ 60,683
2	1	School Leaders and Teachers to Support	Schoolwide		All schools	\$ 175,187	\$ 247,158
2	2	Professional Development	Schoolwide		All schools	\$ 2,000	\$ 2,000
2	2	Professional Development	Schoolwide		All schools	\$ 4,500	\$ 4,500
2	2	Professional Development	Schoolwide		All schools	\$ 2,500	\$ 2,500
2	2	Professional Development	Schoolwide		All schools		\$ 5,000
2	2	Professional Development	Schoolwide		All schools	\$ 10,500	\$ 10,500
2	2	Professional Development	Schoolwide		All schools	\$ 26,250	\$ 26,250
2	2	Professional Development	Schoolwide		All schools	\$ 10,500	\$ 10,500
2	2	Professional Development	Schoolwide		All schools	\$ 10,000	\$ 10,000
2	2	Professional Development	Schoolwide		All schools	\$ 4,932	\$ 14,700
2	2	Professional Development	Schoolwide		All schools	\$ 91,155	\$ 91,155
2	2	Professional Development	Schoolwide		All schools		\$ 12,600
2	3	Core Curriculum Program Needs	Schoolwide		All schools		\$ 5,000
2	3	Core Curriculum Program Needs	Schoolwide		All schools	\$ 8,900	\$ 9,927
2	3	Core Curriculum Program Needs	Schoolwide		All schools	\$ 9,417	\$ 9,417
2	3	Core Curriculum Program Needs	Schoolwide		All schools	\$ 8,160	\$ 8,160
2	3	Core Curriculum Program Needs	Schoolwide		All schools		\$ 19,000
2	3	Core Curriculum Program Needs	Schoolwide		All schools		\$ 10,000
2	3	Core Curriculum Program Needs	Schoolwide		All schools	\$ 3,500	\$ 3,500
3	1	PROMOTING POSITIVE SCHOOL CLIMATE	Schoolwide		All schools	\$ 8,000	\$ 8,000
3	1	PROMOTING POSITIVE SCHOOL CLIMATE	Schoolwide		All schools	\$ 1,533	\$ 1,533
3	1	PROMOTING POSITIVE SCHOOL CLIMATE	Schoolwide		All schools	\$ 16,000	\$ 16,000
3	1	PROMOTING POSITIVE SCHOOL CLIMATE	Schoolwide		All schools	\$ -	\$ -
3	1	PROMOTING POSITIVE SCHOOL CLIMATE	Schoolwide		All schools	\$ 5,000	\$ 5,000
3	1	PROMOTING POSITIVE SCHOOL CLIMATE	Schoolwide		All schools		\$ 64,272
3	1	PROMOTING POSITIVE SCHOOL CLIMATE	Schoolwide		All schools	\$ 7,867	\$ 9,641
3	1	PROMOTING POSITIVE SCHOOL CLIMATE	Schoolwide		All schools	\$ 9,900	\$ 9,900
3	1	PROMOTING POSITIVE SCHOOL CLIMATE	Schoolwide		All schools	\$ 1,169	\$ 1,169
3	2	Meaningfully Engage Families through Inc	Schoolwide		All schools	\$ 1,500	\$ 1,500





# Annual Update Table Year 1

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:	\$ 2,456,292	\$ 2,299,242

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
1	1	MEASURING STUDENT PROGRESS – ASSE	n	\$ 2,320	\$ 2,320
1	2	ADDRESSING ACADEMIC NEEDS TO ACCE	y	\$ 1,750	\$ 3,682
1	2	ADDRESSING ACADEMIC NEEDS TO ACCE	n	\$ 15,500	\$ 12,935
1	2	ADDRESSING ACADEMIC NEEDS TO ACCE	y	\$ 8,000	\$ -
1	2	ADDRESSING ACADEMIC NEEDS TO ACCE	n	\$ 63,000	\$ 32,826
1	2	ADDRESSING ACADEMIC NEEDS TO ACCE	n	\$ 33,120	\$ 35,833
1	2	ADDRESSING ACADEMIC NEEDS TO ACCE	n	\$ 10,000	\$ 7,754
1	2	ADDRESSING ACADEMIC NEEDS TO ACCE	n	\$ 75,000	\$ 84,663
1	2	ADDRESSING ACADEMIC NEEDS TO ACCE	n	\$ 36,224	\$ 30,124
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHA	y	\$ 4,500	\$ 4,800
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHA	n	\$ 95,000	\$ 87,083
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHA	n	\$ 70,000	\$ 56,443
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHA	y	\$ 2,704	\$ 2,355
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHA	y	\$ 9,900	\$ 7,656
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHA	n	\$ 33,000	\$ 35,882
1	4	STRENGTHENING EL PROGRAM & SERVICI	y	\$ 15,000	\$ 15,000
1	4	STRENGTHENING EL PROGRAM & SERVICI	y	\$ 550	\$ 652
1	4	STRENGTHENING EL PROGRAM & SERVICI	n	\$ 32,200	\$ 23,426
1	4	STRENGTHENING EL PROGRAM & SERVICI	y	\$ 4,910	\$ -
1	4	STRENGTHENING EL PROGRAM & SERVICI	y	\$ 9,440	\$ 5,857
1	5	SERVICES TO SUPPORT SWD	n	\$ 45,000	\$ 48,908
1	5	SERVICES TO SUPPORT SWD	n	\$ 62,504	\$ 63,778
1	5	SERVICES TO SUPPORT SWD	n	\$ 62,504	\$ 62,504
1	5	SERVICES TO SUPPORT SWD	n	\$ 33,120	\$ 34,567
1	5	SERVICES TO SUPPORT SWD	n	\$ 36,984	\$ 21,272
1	5	SERVICES TO SUPPORT SWD	y	\$ 41,200	\$ 48,021
1	5	SERVICES TO SUPPORT SWD	n	\$ 221,569	\$ 221,569
1	5	SERVICES TO SUPPORT SWD	y	\$ 56,262	\$ 55,810
1	6	Broad Course of Study	n	\$ -	\$ -
1	6	Broad Course of Study	n	\$ 1,000	\$ 1,626
2	1	ADMIN & EDUCATORS THAT SUPPORT THE	y	\$ 103,000	\$ 103,000
2	1	ADMIN & EDUCATORS THAT SUPPORT THE	y	\$ 62,504	\$ 52,442
2	1	ADMIN & EDUCATORS THAT SUPPORT THE	y	\$ 62,504	\$ 62,504
2	1	ADMIN & EDUCATORS THAT SUPPORT THE	y	\$ 64,379	\$ 11,956
2	1	ADMIN & EDUCATORS THAT SUPPORT THE	y	\$ 62,504	\$ 73,738
2	1	ADMIN & EDUCATORS THAT SUPPORT THE	y	\$ 62,504	\$ 62,504
2	1	ADMIN & EDUCATORS THAT SUPPORT THE	y	\$ 60,683	\$ 59,895
2	1	ADMIN & EDUCATORS THAT SUPPORT THE	y	\$ 68,300	\$ 68,300
2	1	ADMIN & EDUCATORS THAT SUPPORT THE	y	\$ 62,504	\$ 62,504
2	1	ADMIN & EDUCATORS THAT SUPPORT THE	y	\$ 65,000	\$ 70,428
2	1	ADMIN & EDUCATORS THAT SUPPORT THE	y	\$ 168,471	\$ 156,818
2	2	Professional Development	y	\$ 800	\$ 800
2	2	Professional Development	n	\$ 17,250	\$ 11,000
2	2	Professional Development	n	\$ 15,000	\$ -
2	2	Professional Development	y	\$ 10,000	\$ 15,285
2	2	Professional Development	y	\$ 10,000	\$ 10,587
2	2	Professional Development	n	\$ 12,000	\$ 8,500
2	2	Professional Development	n	\$ 25,000	\$ -
2	3	Core Curriculum Program Needs	n	\$ 8,000	\$ -
2	3	Core Curriculum Program Needs	n	\$ 3,000	\$ 3,145
2	3	Core Curriculum Program Needs	n	\$ 1,000	\$ 7,680
2	3	Core Curriculum Program Needs	n	\$ 1,000	\$ 11,310
2	4	Closing the Digital Divide	y	\$ 15,000	\$ 19,639
2	4	Closing the Digital Divide	n	\$ 45,000	\$ 41,090
2	4	Closing the Digital Divide	y	\$ 2,800	\$ 2,138
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, S	y	\$ 1,000	\$ 613
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, S	y	\$ 1,250	\$ 1,250
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, S	y	\$ 3,000	\$ 7,977

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3	1	PROMOTING POSITIVE SCHOOL CLIMATE, S	y	\$ -	\$ -
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, S	y	\$ 5,000	\$ 5,000
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, S	y	\$ 33,120	\$ 8,800
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, S	y	\$ 33,120	\$ 30,701
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, S	y	\$ 13,248	\$ 7,900
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, S	y	\$ 935	\$ -
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, S	y	\$ 1,000	\$ -
3	2	PARENT INPUT IN DECISION-MAKING	n	\$ -	\$ -
3	3	OPPORTUNITIES PROVIDED TO SUPPORT	y	\$ 1,000	\$ -
3	3	OPPORTUNITIES PROVIDED TO SUPPORT	y	\$ 2,000	\$ 1,500
3	3	OPPORTUNITIES PROVIDED TO SUPPORT	y	\$ 4,500	\$ 3,402
3	3	OPPORTUNITIES PROVIDED TO SUPPORT	y	\$ 37,584	\$ 38,677
3	3	OPPORTUNITIES PROVIDED TO SUPPORT	y	\$ 7,517	\$ 7,735
3	4	MAINTAINING SAFE & CLEAN SCHOOL FAC	n	\$ 196,054	\$ 260,757
3	4	MAINTAINING SAFE & CLEAN SCHOOL FAC	n	\$ 10,000	\$ 1,600
3	4	MAINTAINING SAFE & CLEAN SCHOOL FAC	n	\$ 15,500	\$ 722

# Annual Update Table Year 1

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:	\$ 1,224,443	\$ 1,138,833

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
1	2	ADDRESSING ACADEMIC NEEDS TO ACCE	y	\$ 1,750	\$ 3,682
1	2	ADDRESSING ACADEMIC NEEDS TO ACCE	y	\$ 8,000	\$ -
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHA	y	\$ 4,500	\$ 4,800
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHA	y	\$ 2,704	\$ 2,355
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHA	y	\$ 9,900	\$ 7,656
1	4	STRENGTHENING EL PROGRAM & SERVICI	y	\$ 15,000	\$ 15,000
1	4	STRENGTHENING EL PROGRAM & SERVICI	y	\$ 550	\$ 652
1	4	STRENGTHENING EL PROGRAM & SERVICI	y	\$ 4,910	
1	4	STRENGTHENING EL PROGRAM & SERVICI	y	\$ 9,440	\$ 5,857
1	5	SERVICES TO SUPPORT SWD	y	\$ 45,000	\$ 48,908
1	5	SERVICES TO SUPPORT SWD	y	\$ 41,200	\$ 48,021
1	5	SERVICES TO SUPPORT SWD	y	\$ 56,262	\$ 55,810
2	1	ADMIN & EDUCATORS THAT SUPPORT THE	y	\$ 103,000	\$ 103,000
2	1	ADMIN & EDUCATORS THAT SUPPORT THE	y	\$ 62,504	\$ 52,442
2	1	ADMIN & EDUCATORS THAT SUPPORT THE	y	\$ 62,504	\$ 62,504
2	1	ADMIN & EDUCATORS THAT SUPPORT THE	y	\$ 64,379	\$ 11,956
2	1	ADMIN & EDUCATORS THAT SUPPORT THE	y	\$ 62,504	\$ 73,738
2	1	ADMIN & EDUCATORS THAT SUPPORT THE	y	\$ 62,504	\$ 62,504
2	1	ADMIN & EDUCATORS THAT SUPPORT THE	y	\$ 60,683	\$ 59,895
2	1	ADMIN & EDUCATORS THAT SUPPORT THE	y	\$ 68,300	\$ 68,300
2	1	ADMIN & EDUCATORS THAT SUPPORT THE	y	\$ 62,504	\$ 62,504
2	1	ADMIN & EDUCATORS THAT SUPPORT THE	y	\$ 65,000	\$ 70,428
2	1	ADMIN & EDUCATORS THAT SUPPORT THE	y	\$ 168,471	\$ 156,818
2	2	Professional Development	y	\$ 800	\$ 800
2	2	Professional Development	y	\$ 10,000	\$ 15,285
2	2	Professional Development	y	\$ 10,000	\$ 10,587
2	4	Closing the Digital Divide	y	\$ 15,000	\$ 19,639
2	4	Closing the Digital Divide	y	\$ 2,800	\$ 2,138
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, S	y	\$ 1,000	\$ 613
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, S	y	\$ 1,250	\$ 1,250
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, S	y	\$ 3,000	\$ 7,977
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, S	y	\$ -	\$ -
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, S	y	\$ 5,000	\$ 5,000
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, S	y	\$ 33,120	\$ 8,800
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, S	y	\$ 33,120	\$ 30,701
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, S	y	\$ 13,248	\$ 7,900
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, S	y	\$ 935	\$ -
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, S	y	\$ 1,000	\$ -
3	3	OPPORTUNITIES PROVIDED TO SUPPORT	y	\$ 1,000	\$ -
3	3	OPPORTUNITIES PROVIDED TO SUPPORT	y	\$ 2,000	\$ 1,500
3	3	OPPORTUNITIES PROVIDED TO SUPPORT	y	\$ 4,500	\$ 3,402
3	3	OPPORTUNITIES PROVIDED TO SUPPORT	y	\$ 37,584	\$ 38,677
3	3	OPPORTUNITIES PROVIDED TO SUPPORT	y	\$ 7,517	\$ 7,735