

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
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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).

RWWNMS				
2021-22 Chronic Absenteeism Rate				
	ELIG	ENROLL	COUNT	RATE
Schoolwide	171	75	43.9%	
African American	42	28	66.7%	
Hispanic	124	43	34.7%	
English Learners	57	24	42.1%	
Soc. Econ Disadv.	119	64	53.8%	
SWD	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
Schoolwide	171	2	2	1.2%	1.2%	0%
African-American	42	1	1	2.4%	2.4%	0%
Hispanic	124	1	1	0.8%	0.8%	0%
English Learners	57	1	1	1.8%	1.8%	0%
Soc. Econ Disadv.	119	2	2	1.7%	1.7%	0%
SWD	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 6th 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:

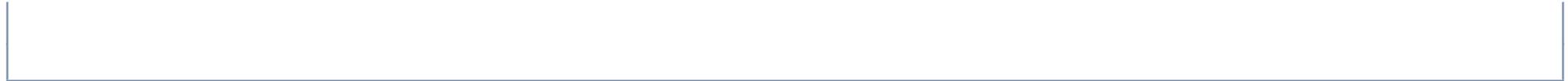
- Formation of a Mental Health Team including a school social-worker, and social work interns from the University of Southern California, supervised by a licensed and experienced mentor/supervisor
- Refine implementation of the Content Area Language and Literacy (CALL Strategies), acquired through training 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 6th 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 th 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%
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%

Metric	Baseline 2020-21	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% EL who progress in English Proficiency (ELPI)	Fall 2019 Dashboard 52.5% Medium	Pending			55%
EL Reclassification Rate	4.2%	Pending			15%
% EL with access to CCSS & ELD Standards	100%	100%			100%

Actions

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

<p>2</p>	<p>Addressing Academic Needs to Accelerate Learning through Staffing and Intervention Programs</p>	<p>Raising academic achievement in ELA & 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>Power Hour</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>\$456,289.40</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>Reading Intervention Program</p> <p>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 6th 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>Summer School and After School Tutoring/Intervention</p>		
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		<p>In-person summer school is offered to all students but strongly encouraged for incoming 7th and 8th grade students who are not meeting or exceeding grade level standards, to build proficiency in high priority Math and ELA Standards. 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>High Dosage Tutoring in Math 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>Instructional Aides</p>		
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Action #	Title	Description	Total Funds	Contributing
		<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>		
3	<p>Implementation of Supplemental Curriculum</p>	<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"> ● Achieve 3000 ● Actively Learn ● IXL Reading ● IXL Math ● Brain Pop ● Rosetta Stone (for Multilingual Learners) ● English Learner Academic Toolkit (Kate Kinsella) ● Grade Level Appropriate Novels, high interest/low ability books, supplemental reading materials 	<p>\$10,145.00</p>	<p>[N]</p>

4	<p>Strengthen Multilingual Learner Programs and Services</p>	<p>RWWNMS employs an ELD teacher 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>	\$81,922.00	Y
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Action #	Title	Description	Total Funds	Contributing

5	<p>Services to Support Students with Disabilities</p>	<p>LACOE is the SELPA Provider for RWWNMS. The SPED Coordinator (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, staffing and contracted services. 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>	\$315,996.50	Y
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Action #	Title	Description	Total Funds	Contributing
		<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 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>Promise Time/Advisory</p>	\$1,000.00	Y
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Action #	Title	Description	Total Funds	Contributing
		<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 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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																																																																						
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>School Leaders and Teachers to Support the Educational Program</p>	<p>RWWNMS employs an Administrative Team of Principal and Assistant Principal, and a total of 11 appropriately credentialed and assigned classroom teachers, 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 Summer Teachers Conference, to prepare for the 2022-23 academic school year, and 4 Pupil Free Days, “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&C.</p>	<p>\$1,235,789.77</p>	<p>[Y]</p>

2	Professional Learning and Instructional Coaching	<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>Instructional Coaching</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>	\$189,705.00	[Y]
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		<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 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>Professional Learning</p>		
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Action #	Title	Description	Total Funds	Contributing
		<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>Teacher Induction</p> <p>To support teacher effectiveness and credential clearance, RWWNMS will reimburse teacher induction expenses 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>		

3	<p>Cohesive, Standards Aligned Core Curriculum</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"> ● EngageNY (Reading/Language Arts) ● Desmos (Math) ● History Alive/TCI, (History/Social-Science) ● Amplify (NGSS Science) ● Cengage: Inside the USA (Designated ELD) <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>Instructional Technology</p>	\$65,004	[Y]
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Action #	Title	Description	Total Funds	Contributing
		<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 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/Vison, 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
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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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>Promote Positive School Climate and Culture</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"> - Update School Safety Plan - Student Award Assemblies and Celebrations - Weekly Whole School Meeting - PBIS Events - Spirit Weeks, lunchtime and after school activities - Student Government - Panorama School Climate and Culture Surveys Administered to staff, students & parents - Field trips and class trips - Meal services for all students - Grade 8 Promotion and related activities - Promise Time/Advisory activities and competitions - Civic Action Projects (CAP) - After School All Stars provides comprehensive after school programming <p>PBIS Cohort</p>	\$115,514	[Y]
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		<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>MTSS</p> <p>RWWNMS & 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>School Social Worker/Social Work Interns and Supervisor</p>		
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		<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>Trauma Informed Practice Training</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> <p>After School All Stars</p>		
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Action #	Title	Description	Total Funds	Contributing
		<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>Meaningfully Engage Families through Increased Participation, Input and Shared-Decision Making</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, & 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>	\$55,481	[Y]
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Action #	Title	Description	Total Funds	Contributing
		<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. Parent Square 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 PowerSchool parent portal 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 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>		

Action #	Title	Description	Total Funds	Contributing
3	Safe and Well-Maintained School Facilities Conducive to Student Learning	<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 campus aides. All staff participates in Safe Schools training 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.

Staff-to-student ratios by type of school and concentration of unduplicated students	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		12.22
Staff-to-student ratio of certificated staff providing direct services to students		14

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics

- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group

performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

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

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants**: Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year**: This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage**: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year**: This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by

which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions :** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

- o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).