

Local Control and Accountability Plan

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

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Plan Summary 2023-24

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, referred to internally as Westbrook Middle School (WMS) serves students, grades 6-8 in South Los Angeles, specifically, students who reside in the Vermont Slauson Neighborhood. WMS is currently housed on a Prop 39 Facility at Barack Obama Global Academy and maintains a positive and collaborative relationship with the LAUSD partner school. WMS 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 WMS and Russell Westbrook Why Not? High School (Westbrook High School) 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 2022-23 enrollment was 140 students. Enrollment is expected to grow over time, with planned recruitment opportunities for K-5 feeder charter schools in the new community.

WMS is authorized through the Los Angeles County Office of Education (LACOE) and opened for the first year of operation in August 2016. WMS was renewed for a five-year term from 2021-26. 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. The partnership supports fulfillment of the theme *Developing Academic Achievers, Athletes, and Activists*, and will support expansion in the permanent facility.

WMS 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 theme. Other unique elements include a successful competitive athletic program, civic engagement, and arts integration. WMS was conceived to serve the most vulnerable student populations through a safe, personalized learning environment, evidence-based educational model, a range of programs and services, and expanded learning opportunities. Our Educational Model is based on five key elements: Relationships, Optimal Learning Environments, Evidence-Based Practice, Educational and Foundational Systems. WMS 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. WMS 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. WMS 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.

In relation to the CA Dashboard (reported in status only), the school demonstrated growth through High English Learner Progress and low suspension rates. Growth in English Learner progress can be accredited to more intentional use of the Designated ELD curriculum, and Integrated ELD strategies being used by all content teachers. The lower suspensions rates are attributed to the expansion of PBIS and use of other means of correction in lieu of suspension.

Local Interim Assessment Data through NWEA MAP Growth Assessment showed iterative annual growth.

Growth Highlights from Fall (August) baseline Data to Mid-Year:

Math:

-5% of students increased their RIT score, moving out of the low band

Reading:

-21% of students increased their RIT scores moving out of the low band

-14% of EL Students increased their RIT scores moving out of the low band

-16% of SPED students increased their RIT scores moving out of the low band

Language:

-27% of 8th graders increased RIT scores moving out of low band

-9% of *all* students increased RIT scores moving out of low band

-15% of all EL students increased their RIT scores moving out of the low band

-19% of all SPED students increased their RIT scores moving out of the low band

The conditional growth index (CGI) is a normative growth metric. It is a standardized measure of observed student or school growth compared to the 2020 NWEA student or school growth norms. These growth norms indicate median growth levels for students or schools based on their grade, starting RIT score, the subject in which they tested, and the amount of instructional time between two test events.

WMS demonstrated the following CGI Growth:

For Math, Reading, Language Usage and Science, there was a Conditional Growth Index higher than 1 for *All School Growth* in Math, Reading, Language Usage, and Science.

All statistically significant subgroups demonstrated mid-year growth between Interim #1 (Fall) and Interim #2 in Language Usage.

Mathematics

- Grade 7 SPED - CGI +1
- Grade 8 EL - CGI +2
- Grade 7 AA - CGI +2
- Grade 7 Latinx - CGI +2

Reading/Language Usage

- Grade 6 and 8 - *ALL Subgroups* demonstrated growth in Language Usage
- Grade 6 English Learners - CGI +8
- Grade 8 English Learners - CGI +5
- Grade 8 SPED - CGI +6

In addition to the CA State Dashboard and Local Assessment Data, WMS experienced success during the 2022-23 school year in meeting the social emotional and academic needs of learners. These areas include athletics, high quality expanded learning programming through After School All Stars, successful implementation of a the Amplify Science Program, expansion of MTSS/PBIS, different enrichment class offerings, rewarding of the Community Schools Grant

WMS has experienced success during challenging times. WMS 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 support academic achievement, physical and emotional safety and well-being. The school furthered MTSS and PBIS to improve school conditions and climate. MTSS was supported through an equity, validity, and family engagement lens. Building connectedness to the school community has resulted in a decrease in the number of disciplinary referrals, improved systems of support. The Parent Coordinator organizes ongoing events like Coffee with the Principal, ELAC meetings, and conferences. There is clear and consistent home to school communication.

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.

The 2021-22 Dashboard was reported out in status only. Based on status reporting, areas that require significant improvement are chronic absenteeism (very high), Math (very low) and ELA (very low).

WMS takes continuous improvement measures seriously and will continue to address these areas. The LCAP plan details the manner in which resources and funding are used to advance achievement.

For chronic absenteeism, there is a dedicated Office Coordinator that makes phone calls and sends letters for students who exceed five absences. Overall, the school gives incentives for students with positive school attendance, and shares with parents the importance of daily school attendance. Students who are in danger of becoming chronically absent are referred to the School Attendance Review Team (SART), consisting of the Principal, School Social Worker, Office Coordinator, and other staff members as needed. The goal of SART is to provide interventions and support for students and parents to prevent chronic absenteeism. If SART is not effective in approving attendance, the Tier 3 Interventions include home visits by a team led by the Social Worker. Through the Community Schools Grant, there is a Coordinator who can support the school by connecting the student and family to outside agencies and assisting families in need. Outside conditions often impact attendance, thus the school puts emphasis on addressing the needs of the whole child in our approach to combatting chronic absenteeism.

While the school demonstrated growth as evidenced by mid-year NWEA MAP Data, there is a need to raise subgroup achievement in Reading, Math and Science for Students with Disabilities, Multilingual Learners, Latinx and Black Students. While fewer individual students are scoring in the lowest performance band, our goal is for more students to meet and exceed the standards on the Summative CAASPP. Methods of improvement include targeted intervention (Summer School, Power Hour, and After School), high dosage tutoring, instructional coaching for teachers to deepen content knowledge, using data to group for intervention, and focus on analyzing and acting upon multiple assessment tools.

Through the Community Schools approach, the school will refine MTSS in order to better address the range of academic and social emotional needs. This includes more meaningful family engagement, mental health supports, and increased outreach to community agencies that support South LA families.

Increasing student enrollment is another area for growth. 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 WMS, 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.

LCAP Highlights

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

Highlights for the 2023-24 LCAP include key features based on local data and the needs of statistically significant student subgroups. The plan is designed to raise student achievement and address the range of students' academic and social emotional needs through Multi-Tiered Systems of Support (MTSS).

The LCAP is informed by multiple data sources to guide decision-making across systems. Academic data used to drive student learning includes CAASSPP, ELPAC, NWEA MAP Assessment, end of unit assessments (from adopted curriculum and teacher created), data from supplemental curriculum, Reading Lexile Levels, student projects and presentations, and standards-referenced grades. School culture and climate data is also used to evaluate the impact of our actions on learning conditions. These include attendance reports, discipline and office referrals, and school climate and culture surveys.

This comprehensive framework described in the LCAP 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 students.

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 addressed 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 focus on access and equity, raising subgroup achievement, and the overall well-being of students, staff and families. There is alignment with the embedded CSI Plan, and WASC goals.

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.

WMS has developed its 2023-24 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 (WMS) 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 2022-23 data that informs and guides the 2023-24 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 22-23 chronic absenteeism rates school wide and for all student groups: African American, Hispanic, English Learners (EL), Socioeconomically Disadvantaged (SED); and Students with Disabilities (SWD).

2022-23 Chronic Absenteeism Rates			
Middle School	Eligibility Enrollment	Count	Rate
Schoolwide	140	76	54%
African American	45	28	62%
Hispanic	99	48	48%
English Learners	53	31	58%
Socio-Economically Disadvantages	138	74	54%
Students with Disabilities	27	12	44%
*Based on current enrollment as of June 6 2023			

In order to improve student attendance, participation and engagement WMS staff utilizes Parent Square to send schoolwide, class-level or grade-specific messages. All families receive weekly announcements via phone call, Parent Square, the school website, and social media. All communication is sent in Spanish based on the 15% minimum language translation requirement.

WMS 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.
- Student 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 SART members, consisting of Principal, Office Coordinator, 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 and Community Schools 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. WMS 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. RMS is exploring how to implement competency-based strategies to provide flexibility through project-based learning, leading to stronger student engagement where content is relevant and culturally responsive.

WMS 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.

WMS Suspension Rates						
	Enrollment	Total #	Unduplicated Count	Rate	% of Students w/ 1 Susp	% of Students w/ Multi Susp
Schoolwide	140	4	4	3%	3%	0%
African American	45	3	3	7%	7%	0%
Hispanic	99	1	1	1%	1%	0%
English Learners	53	1	1	2%	2%	0%
Socio-Economically Disadvantages	138	4	4	3%	3%	0%

Students with Disabilities	27	1	1	4%	4%	0%
*Based on current enrollment as of June 6, 2023						

WMS 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, 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 2023 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, School Leaders 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. School leaders 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 us teacher needs.

6. The ILT will monitor growth and progress made towards Measurable Pupil Outcomes through the collection and analyzation of multiple sources of academic and school climate and culture 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. School Leaders 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 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.

Engaging Educational Partners

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

WMS engaged and consulted with the following Educational Partners throughout the 2022-23 School Year for the development of the LCAP, including Goals, Actions, and Services.

WMS 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 2022-23 school year.

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 Coffee with the Principal events, 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.

A summary of the feedback provided by specific educational partners.

During the 2022-23 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 will continue goals from 2022-23, including continuous improvement initiatives to incorporate more data-driven instruction, time allotted during Pupil-Free Days for ICA hand scoring and other CAASPP related practice, stronger adherence to instructional pacing, refinement of grading practices, and improved implementation of Power Hour, improved use of Achieve 3000.

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, more modeling for effective classroom practice, increased feedback from the principal to improve teaching and learning, and more time spent on planning for inclusion with SPED.

Staff/paraprofessionals would appreciate expanded 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 expressed that Multilingual Learners (with focus on newcomers) need more in classroom academic support by teachers and primary language support by aides. Safety overall on the LAUSD campus is a concern, relating to the openness of the campus. Parents were unhappy with the quality of school lunches and feel that students are not eating; they would like options for better tasting and fresher meals. Parents want as much information and support in understanding the dangers of vaping and other drugs. Parents appreciate support and focus on mental health and wellness.

Students want better food quality for lunches, and other ways to address the tardy sweep that supports families in getting students to school on time rather than being punitive to students. Students understand the need for uniform but are asking for modifications to the school uniform.

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).

Coffee with the Principal Dates	Topics and Opportunities for Feedback
10/11/22	<ul style="list-style-type: none"> • Instructional Program Overview • After School and Enrichment Programs
11/15/22	<ul style="list-style-type: none"> • Parent Engagement Opportunities • Safe, Positive Learning Environment
1/17/23	<ul style="list-style-type: none"> • NWEA MAP Data Overview • Principal Transition
2/14/23	<ul style="list-style-type: none"> • Developing Literacy at home • Parent Team Presentations on family involvement
3/7/23	<ul style="list-style-type: none"> • Drug awareness and prevention
4/11/23	<ul style="list-style-type: none"> • Social-emotional workshop on mental health risks and symptoms.
5/16/23	<ul style="list-style-type: none"> • Grading and Assessment • High school information
ELAC Meeting Dates	
11/16/22	<ul style="list-style-type: none"> • ELAC purpose and overview • Designated ELD Overview • EL Master Plan
01/25/23	<ul style="list-style-type: none"> • ELPAC Overview
5/31/23	<ul style="list-style-type: none"> • Reclassification

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