

# 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 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 8<sup>th</sup> 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).

<b>2022-23 Chronic Absenteeism Rates</b>			
<b>Middle School</b>	<b>Eligibility Enrollment</b>	<b>Count</b>	<b>Rate</b>
<b>Schoolwide</b>	140	76	54%
<b>African American</b>	45	28	62%
<b>Hispanic</b>	99	48	48%
<b>English Learners</b>	53	31	58%
<b>Socio-Economically Disadvantages</b>	138	74	54%
<b>Students with Disabilities</b>	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.

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



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

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 6<sup>th</sup> graders to accelerate progress and close proficiency gaps prior to entering middle school
- Continue to support and strengthen the SPED Program that serves our Students with Disabilities
  - *Refine and reinforce PBIS schoolwide to decrease suspension rates, and improve school culture*
  - *Improve the way Power Hour is implemented to incorporate data for flexible grouping and high dosage tutoring*
  - *Continue to expand social-emotional and mental health supports for our highly vulnerable students*
  -

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

- Formation of a Mental Health Team including a school social-worker, and social work interns from the University of Southern California, supervised by a licensed and experienced mentor/supervisor
- Refine implementation of the Content Area Language and Literacy (CALL Strategies), acquired through training through the CA Reading and Literacy
- Project through Language and Literacy
- Continue to provide Instructional Coaching through Content Experts (Math, ELA/HSS, and Science)
- Additional instructional aides will provide push-in academic support for students who are struggling academically as identified by ELA/Math assessments,
- NWEA MAP Assessments, student work and/or academic grades
- Continue to implement Achieve 3000 for all grade levels for assessments (reading Lexile level) and to accelerate reading comprehension (Achieve 3000 is an evidence-based intervention with a rating of “strong” for ESSA, that has demonstrated accelerated literacy growth for students across grade levels and abilities)

A School Social Worker provides counseling services for students with personal and psychological issues that impact their academic performance,

behavior, and socialization at school. Counseling sessions will take place during the school day, to include prevention programs and intervention plans. The Social Worker will communicate with students to assess the scope of counseling services and assist teachers and school leaders with the identification of root causes of behavioral issues. The School Social Worker will develop partnerships with community-based organizations that can further support the economic, social-emotional and/or mental health issues of our students through referrals for services. The Social Worker will provide evidence-based strategies for school staff to address student behavior and/or social-emotional issues. The Social Worker will also communicate with families to provide referral services for social services including shelters, access to food banks, and medical/health related services.

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

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

The Instructional Leadership Team consisting of Principal, Assistant Principal, School Social Worker, 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 6<sup>th</sup> Grade Summer Bridge is held to prepare students for a successful middle school experience. Summer Intervention is designed to provide targeted intervention and high dosage tutoring for students not meeting standards. High Priority Standards are identified and

addressed during Summer Intervention. Pre/post assessments will be administered to assess and monitor student progress. School Leaders will be responsible for the collection of this data, and they will present at the Monthly ILT meetings.

5. A survey will be administered to teachers at the end of the year to evaluate the effectiveness of weekly professional learning. Results from the surveys will be reviewed and discussed during ILT meetings and used to identify whether modifications/changes need to be made mid-year to support 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).

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

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)

# Goals and Actions

## Goal

Goal #	Description
1	<p><b>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.</b></p> <p><i>State Priorities: 4, 5, 6, 7</i></p>

An explanation of why the LEA has developed this goal.

Multiple sources of both academic and school climate and culture data play a critical role in student learning. Schoolwide progress, as well as growth for all our statistically significant subgroups is core to our work. Thus, WMS will refine the use of multiple data sources, to ensure access and equity to *all* learners. WMS will make every decision based on what is best for learners, and advance systems that support social-emotional and academic needs equally.

## Measuring and Reporting Results

Metric	Baseline 2020-21	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA CAASPP	14%	14%	Pending release of 22-23 Summative CAASPP Data	[Insert outcome here]	29%
Math CAASPP	6%	3%	Pending release of 22-23 Summative CAASPP Data	[Insert outcome here]	21%

Metric	Baseline 2020-21	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Grade 8 CAST	Not administered	8.11%	Pending release of 22-23 Summative CAASPP Data	[Insert outcome here]	15%
Attendance Rate	93%	89%	88%		95%
Chronic Absenteeism Rate	14%	44%	54%		10%
Middle School Drop Out Rate	0%	0%	1.4%		<1%
Suspension Rate	0%	1.2%	3%		<2%
Expulsion Rate	0%	0%	0%		<1%
% of students including Unduplicated Pupils, and Students with Disabilities (SWD) who have access to Broad Course of Study	100%	100%	100%		100%
% EL who progress in English Proficiency (ELPI)	Fall 2019 Dashboard 52.5% Medium	51%	Pending		55%
EL Reclassification Rate	4.2%	3.94%	Pending		15%
% EL with access to CCSS & ELD Standards	100%	100%	100%		100%



# Actions

Action #	Title	Description	Total Funds	Contributing
1	Implement Multiple Assessments to Monitor Student Growth and Progress	<p><b>Assessments</b> WMS will implement multiple types of assessments to monitor student growth and progress, in order to identify areas of strength and need, differentiate instruction, and provide acceleration and enrichment as needed.</p> <p><b>NWEA MAP Growth Assessments for ELA (Reading and Language), Mathematics, and Science, Grades 6-8:</b></p> <ul style="list-style-type: none"> <li>Administered in August (Baseline), November (Fall/Interim #1) and March (Spring/Interim #2)</li> </ul> <p><b>State-Mandated Assessments:</b></p> <ul style="list-style-type: none"> <li>ELPAC (Initial, Summative, Alternative)</li> <li>CAASPP (ELA and Math) Grades 6-8</li> <li>CA Science Test (CAST), Grade 8</li> <li>Physical Fitness Test (PFT), Grade 7</li> </ul> <p><b>Lexile Reading Level Assessments (through Achieve 3000):</b></p> <ul style="list-style-type: none"> <li>Administered in August (Baseline), January (Mid-Year) and June (End of Year)</li> </ul> <p><b>Other forms of assessment:</b></p> <ul style="list-style-type: none"> <li>End of Unit Curriculum Tests</li> <li>Formative Assessments (daily)</li> <li>Teacher Created Assessments</li> <li>Student Projects and Presentations</li> </ul>	\$2,998	N

2	<p><b>Address Academic Needs to Accelerate Learning through Staffing and Intervention Programs</b></p>	<p><b><u>Increasing ELA and Math Achievement</u></b></p> <p>Raising academic achievement in ELA &amp; Mathematics remains a top priority. While mid-year NWEA data showed improvements from the previous year for all subgroups, our students continue to experience unfinished learning following the pandemic, and there is a need to increase student proficiency.</p> <p>Educational Partner Input underscores need to provide students with targeted academic support and intervention through extended learning opportunities. Services and programs above and beyond core content learning have been designed to support students who are struggling academically through RTI, and systems to monitor student growth and progress. These include, Reading Intervention (Just Words, Wilson Reading), High Dosage Math Tutoring (Air Tutors), Summer School, tutoring during Power Hour, and support from Instructional Aides.</p> <p>WMS 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>Data sources including 2022 Summative CAASP, CAST, ELPAC, NWEA MAP Interim Assessments, and Lexile Reading Level Set is used to monitor academic growth and progress. This data was analyzed during Summer Teachers Conference and Pupil-Free Data Days and used by teachers to inform daily lesson plans to identify standards for re-teach and incorporate grouping for intervention.</p> <p><b>Power Hour</b>  <i>Power Hour</i> 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.</p>	\$102,339	N
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		<p>In response to Math Achievement, the school will contract with Air Tutors to work with a select group of students who are on the cusp of meeting proficiency. Students who are approaching standards will receive explicit direct instruction in small groups with math teachers, while others will work on enrichment and IXL Math.</p> <p>Improving instruction during Power Hour will be a focus area this year to include grouping for high dosage tutoring. 2023 Summative Assessment Data will be used to group students by need, and supplemental programs including IXL Math and Reading and Achieve 3000 will be more intentionally incorporated to close foundational math and reading skills. Through grouping students in Power Hour sections by language proficiency, the school will support Multilingual learners at the emerging, expanding, and bridging levels. The school will also use Power Hour to provide support for Long-Term English Learners (LTELs) with focus on writing and comprehension.</p> <p>During the summer, selected ELA teachers will be trained in Wilson Reading (Just Words). The program can be used during ELA classes or Power Hour. 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 Students with IEPs and LTELs, who need more literacy support and time.</p> <p><b>Summer Intervention</b></p> <p>Summer school is offered to all students but strongly encouraged for incoming 7<sup>th</sup> and 8<sup>th</sup> grade students who are not meeting or exceeding grade level standards, to build proficiency in high priority Math and ELA Standards. Summer Intervention classes include two weeks of intensive instruction, and provide targeted Tier 2 intervention, re-teach and application of standards. Pre-and post-tests are administered to evaluate effectiveness and provide incoming grade level data.</p> <p><b>Incoming 6<sup>th</sup> Grade Summer Bridge</b></p>		
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Action #	Title	Description	Total Funds	Contributing
		<p>The goal of Summer Bridge is to build connectedness for incoming 6<sup>th</sup> grade students and support the transition from elementary to middle school. Summer Bridge is taught by 6<sup>th</sup> grade teachers, in order to build trusting relationships prior to the start of the school year. The curriculum will address social-emotional learning and provide an overview of Executive Functioning Skills as well as Math and ELA enrichment.</p> <p><b>Instructional Aides</b></p> <p>Instructional Aides work collaboratively with classroom teachers to provide small group instruction for Students with IEPs, Multilingual Learners, and students not meeting or exceeding standards. Our instructional aides attend professional learning with teachers to provide evidence-based strategies, and support access to the core curriculum. Instructional aides are bilingual and provide primary language support as needed for newcomers. Sped Ed Aids help meet IEP minutes.</p>		

Action #	Title	Description	Total Funds	Contributing
3	<b>Implement Supplemental Curriculum</b>	<p>Supplemental Curriculum is used as a Tier 1 (all students have access) and Tier 2 (for grouping, differentiation, and re-teach).</p> <p>The following supplemental programs provide extension, enrichment, and differentiation to meet the various skill and ability levels in the classroom.</p> <p>The following Supplemental Programs are used to support student learning:</p> <ul style="list-style-type: none"> <li>• <i>Achieve 3000/Actively Learn</i></li> <li>• <i>IXL Reading and Math</i></li> <li>• <i>Brain Pop</i></li> <li>• <i>DBQ Kits</i></li> <li>• <i>Wilson Reading</i></li> <li>• <i>Air Tutors Curriculum</i></li> <li>• <i>Grade Level Appropriate Novels, high interest/low ability books, supplemental reading materials</i></li> </ul>	\$36,620	N

Action #	Title	Description	Total Funds	Contributing
4	<b>Strengthen Multilingual Learner Programs and Services</b>	<p>Designated ELD is taught by an effective teacher holding the appropriate credential. In order to advance English Learner Progress and increase reclassification rates, we will provide additional training to implement the Cengage Curriculum; Inside the USA (beginner levels A and B) and Edge (fundamentals and levels A and B). There are also plans to send the Designated ELD Teacher and other teachers and aides working with English Learners to the EL Rise training, and other outside conferences and workshops.</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 initiative through Loyola Marymount University.</p> <p>For 2023-24, 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> <p>The school elicits feedback on the effectiveness of our ELD support during quarterly ELAC meetings.</p>	\$7,187	Y

<p>5</p>	<p><b>Provide Services to Support Students with Disabilities</b></p>	<p>The Los Angeles County Charter SELPA supports and monitors our Special Education Program. Our Instructional Leaders attend Governance and Program Council Meetings, and Sped teachers participate in trainings provided by the SELPA. The SELPA provides guidance, support and oversight and was consulted on goals and actions in the LCAP that impact the educational program for Students with Disabilities.</p> <p>The SPED Coordinator is shared between Westbrook Middle and High Schools. She 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, 1 RST, and 2 Paraprofessionals. The school contracts service providers for a school psychologist to conduct assessments, DIS Counseling, Language and Speech, Adapted PE, and BII. All services are tracked through SEIS. The SPED team participates in ongoing professional learning to track minutes and services through SEIS.</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. The SST process provides interventions through general education, so Tier 3 Interventions resulting in an initial assessment are a last resort.</p> <p>The school plans to go above and beyond in providing high quality services. During the 2022-23 school year, general and special education</p>	<p>\$192,169</p>	<p>N</p>
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Action #	Title	Description	Total Funds	Contributing
		<p>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>		



6	Provide a Broad Course of Study	<p>WMS 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.</p> <p><b>Career Technical Education</b> Through the Career Pathways Grant, the upcoming school year will expand CTE opportunities through the annual Career Day, field trips, and training for teachers to integrate Digital Media Arts with academic content. 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. The Community Schools grant will support more college field trips for both students and parents.</p> <p><b>Physical Education</b> 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 has attended training.</p> <p><b>After School Programming</b> Through funding from the ASES grant, WMS successfully partners with After-School All-Stars for high quality expanded learning opportunities and after school programming. After-School All-Stars provides programs and transformative opportunities that help students develop the skills, knowledge, and habits needed to succeed in life, school, and their future career. The comprehensive, community-oriented programs to under-resourced students in five program areas: health and fitness, academic readiness, STEM, Career Exploration, and Visual and Performing Arts. Over 70 students participate in All Stars daily.</p>	\$60,292	N
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		<p><b>Competitive Athletics</b>  As part of the theme, Developing Academic Achievers, <i>Athletes</i>, and Activists, the school focuses on competitive sports for the benefits of physical fitness, team membership to instill a sense of belonging and connectedness, cooperation, goal setting, and sportsmanship. The LA84 Grant allows for funding for a Stipend for an athletic director and coaches, bus transportation, league fees, and uniforms. The school offers girls, boys and co-ed volleyball, basketball, soccer and flag football.</p> <p><b>Promise Time/Advisory</b></p> <p>Promise Time Curriculum addresses Social Emotional Learning and build connectedness to the school. Teachers were provided with a structured curriculum to encompass study skills and academic support, character development, social and emotional learning, goal setting and college and career exploration. Goals for Promise Time are shared during Summer Teachers Conference, and teachers receive curriculum materials, resources and support in providing students with a positive Promise Time experience. Promise Time celebrates multiculturalism through monthly themes and celebrations honoring diverse racial and ethnic backgrounds and traditions.</p> <p><b>Civic Engagement</b>  Through a partnership with the Constitutional Rights Foundation, all teachers are trained in implementing the Civic Action Project (CAP) during Advisory. Students present CAP Projects during their annual spring Expo. 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 are a signature practice.</p> <p><b>Project Based Learning</b></p>	
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Action #	Title	Description	Total Funds	Contributing
		<p>Thanks to grant funding to implement gold standard PBL, all teachers received three days of Training for the PBL 101 Course through PBL Works. There are also teaches who participated in additional training that will serve as “PBL Champions” to mentor their peers in planning and implementing PBL. PBL is also seen through Media Arts lessons and CAP Projects. PBL units will be planned once per semester as a high level, rigorous application of core content standard, presented through digital media to a public audience. All units require group work and individual writing components.</p> <p><b>Enrichment</b></p> <p>During the 2022-23 school year, WMS offered students a choice of electives. Due to the success of these coursed in engaging students, the school will once again provide a choice of Period 5 enrichment classes. Offerings will include Theater/Drama with 24<sup>th</sup> Street Theater, Sports, Visual Arts. The school will explore additional arts offering, possible music at some point in the school year.</p>		

## 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.

The school used Air Tutors as a High Dosage Tutoring from August – May, funded by ESSER as a bold initiative to increase math achievement. The schoolwide use was not as effective as desired, and the school will use data to identify specific students and refine the use.

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.

Some actions were not taken because of continuing effects of COVID, 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.

The school progressed in increasing CGI school wide as evidence by NWEA Interim Data. The way that teachers use data to adjust their instruction is an area of continued need. Through increased time for collaboration, guided data discussions with school leaders, and more access to common assessments with the addition of a school data manager (funded through Community Schools) we expect to build educator capacity in data driven practice.

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 school will more intentionally group students into Power Hour and modify the curriculum to address levels of proficiency. The use of IXL Reading and Math, and Achieve 3000 will be used more strategically, with greater accountability on teachers to use weekly reports to track progress and motivate students to meet goals.

Goal #	Description
2	<p><b>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.</b></p> <p><i>State Priorities: 2, 4, 5, 7, 8</i></p>

An explanation of why the LEA has developed this goal.

In response to the educator shortage, our school employs many early career teachers, who are learning management and pedagogy simultaneously. We also believe the investing in educator training not only builds capacity, but that the level of support retains committed teachers who feel supported and plan to remain in our profession. There is also a need to constantly address the needs of Students with Disabilities and our growth Multilingual Learner population.

## 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%		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.	<b>OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS</b>		<b>OPTION2: CDE REFLECTION TOOL: ACAD. STANDARDS</b>		<b>OPTION2: CDE REFLECTION TOOL: ACAD. STANDARDS</b>	
		<b>2020-21</b>		<b>2021-22</b>		<b>2022-23</b>
	ELA	4	ELA	5	ELA	4
	ELD	4	ELD	4	ELD	3
	MATH	4	MATH	5	MATH	4
	NGSS	4	NGSS	5	NGSS	4
	HISTORY	4	HISTORY	4	HISTORY	4
	CTE	3	CTE	5	CTE	3
	HEALTH	4	HEALTH	5	HEALTH	4
	PHYSICAL ED.	4	PHYSICAL ED.	5	PHYSICAL ED.	4
	VAPA	4	VAPA	5	VAPA	4
			WORLD LANGUAGE	N/A	WORLD LANGUAGE	N/A
	% of Teachers appropriately credentialed & assigned	58.3%	74%	100%		100%
Gr 7 PFT: % students meeting all 5 HFZ	**Not administered	50%	15%		30%	

# Actions

Action #	Title	Description	Total Funds	Contributing
1	<b>Retain School Leaders and Teachers to Support the Educational Program</b>	<p>WMS employs an Administrative Team of Principal and Assistant Principal, and a total of 10 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>WMS provide students with 180+ instructional days.</p>	\$889,157	Y

2	<p><b>Provide Professional Learning and Instructional Coaching</b></p>	<p>Evidence-based, high impact professional learning is an integral component of our charter and educational model. As a small charter school, WMS 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 educator retention.</p> <p>For the 2023-24 school year, we will continue to refine our methods of building educator capacity. Consistency in staffing, has allowed for growth and development of teachers over time.</p> <p>All teachers participate in two weeks of professional development during the annual Summer Teachers Conference, to prepare for the 2023-24 academic school year, and 3 Pupil Free Days, “Data Days” during the academic year for professional development to focus on data analysis following the administration of Interim Assessments. Weekly Professional Learning is held weekly on Wednesdays, when the school has early release days. School leaders plan weekly PD sessions aligned with instructional goals and priority.</p> <p>Professional Development goals are informed by student achievement data, teacher need, and instructional priorities. Weekly professional learning will afford educators time to collaborate on lesson planning, share best practice, analyze data and student work, address the needs of Multilingual Learners and Students with IEPs, content literacy, social-emotional learning, and expansion of MTSS and PBIS.</p> <p>Year-long focus areas are:</p> <ul style="list-style-type: none"> <li>• Improved Integrated ELD to better meet the needs of emerging, developing, and bridging levels</li> <li>• Standards-Referenced Grading</li> <li>• Project-Based Learning</li> <li>• Curricular Pacing</li> </ul>	\$66,700	N
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		<p>In addition to in-house professional learning, we encourage educators to attend outside conferences and workshops to deepen content knowledge and collaborate with a community of educators.</p> <p>A goal for the upcoming year is to provide more opportunities for evaluation of the PD program, and act upon feedback to plan inspiring and impactful PD.</p> <p><b>Instructional Coaching</b>  WMS and WHS will continue a multiyear partnership with the New Teacher Center (NTC) to implement a coaching framework for school leaders that improves teaching. We will participate in six infield days where leaders conduct instructional rounds, and improve systems for coaching, feedback and support. Administrators also attend outside conferences and workshops to collaborate with other school leaders in the greater educational community.</p> <p>Instructional coaching deepens content knowledge and supports effective teacher practice. All teachers participate in monthly joint content alike PD with WHS. ELA and History/Social Science teachers receive training through the CA Reading and Literacy Project operated through Loyola Marymount University. For 2024, writing will be the yearlong focus. Additionally, there will be integration of the Content Area Language and Literacy (CALL) to equip middle and high school classroom teachers with the skills needed to help their students build strong content knowledge.</p> <p>Math achievement is an ongoing area of need. Math teachers participate in monthly content PD with the math coach who also provides support with lesson planning and conducts weekly observations resulting in feedback and action steps. The coach supports teachers with use of the curriculum, and application of the <b>Standards for Mathematical Practice</b>, which describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.</p>	
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Action #	Title	Description	Total Funds	Contributing
		<p>Science teachers also participate in monthly joint content team PD, focused on implementing the Amplify Science curriculum and the three equally important dimensions of science learning which are combined to form each standard and build a cohesive understanding of science over time, crosscutting concepts, core idea, and science and engineering practices.</p> <p>School leaders continuously provide feedback, coaching, and support for teachers. Areas identified for growth include use of data for grouping and intervention, Integrated ELD, accommodations for students with IEPs, and social-emotional learning.</p> <p><b>Teacher Induction</b>  To support teacher effectiveness and credential clearance, WMS will reimburse teacher induction expenses for 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>		

<p>3</p>	<p><b>Implement Cohesive, Standards Aligned Core Curriculum</b></p>	<p>WMS provides access and equity to core content learning through high quality, standards aligned, cohesive curriculum.</p> <p>We will adopt new curriculum in alignment with the state adoption cycles for each content area. Teacher input is considered when selecting a new curriculum. A new ELA curriculum was selected with teacher input. Beginning August 2023, ELA teachers will use Amplify ELA with fidelity. They will receive training prior to the start of school by company representatives.</p> <p><i>The following core curriculum are used:</i></p> <ul style="list-style-type: none"> <li>• <i>Amplify (Reading/Language Arts)</i></li> <li>• <i>Desmos (Math)</i></li> <li>• <i>History Alive/TCI, (History/Social-Science)</i></li> <li>• <i>Amplify (NGSS Science)</i></li> <li>• <i>Cengage: Inside the USA (Designated ELD)</i></li> </ul> <p>To provide equitable instruction, there is an inclusion of Culturally Responsive teaching in all content areas, and diversity in selection of themes, and authors, and a promotion of understanding and tolerance for differences in culture, background, religion and sexual orientation.</p> <p><b>Instructional Technology</b></p> <p>During distance learning, teachers gained expertise in using technology to impact learning and deliver the core curriculum. We also use laptops for digital curriculum. Google Classroom is still the Learning Management System (LMS) used by teachers and students. The school closed the Digital Divide through a partnership with School2Home, a non-profit that provides devices and training to low-income communities. As a legacy school, we no longer receive funding from the organization, but we continue to attend conferences to maximize the way teachers use technology.</p> <p>Devices have expected wear and tear, and we budget for repairs and replacements as needed. A full time IT Coordinator supports the tech program.</p>	<p>\$50,414</p>	<p>N</p>
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## 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.

The goal expands multi-years in building educator capacity and there were not substantive differences in the actions or implementation.

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.

Some actions were not taken because of continuing effects of COVID (surge in cases), 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.

Instructional coaching proved extremely effective in building educator capacity and deepening content knowledge. The adoption of a new science curriculum (Amplify) advanced NGSS aligned science instruction. Teachers were provided with lab kits and summer training. The ability to support teachers in their professional growth had a positive impact on teacher retention.

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 school is planning to adopt Amplify ELA as the core curriculum. Training, support, and pacing guides will be provided.

Goal #	Description
3	<p><b>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.</b></p> <p><i>State Priorities: 1, 3, 5, 6</i></p>

An explanation of why the LEA has developed this goal.

## 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		Exemplary
Parents will have input in decision-making (including UP, and SWD): PAC, ELAC/DELAC & EL-PAC.	Outcome Met	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		Outcome Met

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase parent satisfaction rate as measured in the annual survey.	67%	63%	Pending		70%
Increase % of students who feel connected, safe and engaged at school as measured in the annual survey.	61%	42%	Pending		80%
Increase % of staff who feel supported and connected as measured in the annual staff survey.	47%	40%	61%		70%

## Actions

Action #	Title	Description	Total Funds	Contributing

1	<p><b>Promote Positive School Climate and Culture</b></p>	<p><b>Community Schools</b>  WMS and WHS are Community Schools, grant funded through CDE. The grant will fund two new split positions, Community Schools Coordinator and Academic Data Manager. These positions along with increased family engagement opportunities and community partnerships will further the Community Schools approach.</p> <p><i>The vision of LA Promise (Russell Westbrook Academy) Community Schools is to transform education in South and Southeast Los Angeles via vibrant community hubs that graduate all students prepared for healthy, successful, and civically engaged lives, improving the future of entire communities. This vision aligns with the mission of the Coalition for Community Schools: schools engage families and communities in children’s education, ensuring consistent attendance and active involvement in learning, so students succeed academically and are physically, socially, and emotionally healthy.</i></p> <p>To this end, WMS takes a holistic approach to equally address social emotional and academic learning, to remove barriers so every student can reach high levels of personal success and well-being. These goals are realized through a positive school climate and culture and learning conditions that advance student outcomes.</p> <p><b>Field Trips</b>  WMS will provide all students with learning opportunities outside of the classroom through field trips that enhance the learning process, deepen student engagement and motivation. Opportunities will align with classroom learning, CTE and College and Career Readiness. Field trips planned include the Museum of Tolerance, College Trips, 24<sup>th</sup> St Theater, and the Beehive Tech Center.</p> <p>WMS will implement the following to provide all students and staff with a safe, welcoming and positive learning environment that promotes student academic, social-emotional growth, and physical and mental well-being:</p> <ul style="list-style-type: none"> <li>• <i>Update School Safety Plan</i></li> <li>• <i>Mental Health Supports</i></li> </ul>	\$197,712	Y
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- *Student Award Assemblies and Celebrations*
- *Whole School Assemblies*
- *PBIS Events*
- *Spirit Weeks, lunchtime and after school activities*
- *Student Government*
- *Panorama School Climate and Culture Surveys Administered to staff, students & parents*
- *Field trips*
- *Athletics*
- *Meal services for all students*
- *Grade 8 Promotion and related activities*
- *Promise Time/Advisory*
- *Civic Action Projects (CAP)*
- *After School All Stars*
- *High Dosage Tutoring*

**PBIS**

WMS 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 School Social Worker. 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.

**MTSS**

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>The school is part of the CA MTSS Pathway Grant. Team members including the Principal, School Social Worker, and selected teachers attended the CA MTSS Professional Learning Institute in Anaheim, Ca (July) to gain expertise in ways to expand MTSS. The majority of team members will complete MTSS Certification online during the summer, with the goal of 80% of staff completing MTSS Certification by June 2024.</p> <p><b>Mental Health Support</b></p> <p>Concentration funding provided personnel for a mental health team. The provision of mental health services through individual and group counseling and referrals to outside agencies such as Wellness in South LA. WMS employs a full-time School Social Worker who is instrumental in bringing awareness to mental health issues, as well as providing individual and group counseling and support for families. The social-worker participate on the School Attendance Review Team and PBIS and works with teachers to ensure that social-emotional needs are met in the classroom through and integrated approach.</p> <p>WMS 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>The mental health team provides trauma informed practice and brings in additional resources to support emotional and physical safety and overall well-being.</p> <p>The Wolf Den was installed to provide a quiet area for counseling and reflection. This is a calming environment open to students, staff and families. The staff was also part of an in-service on mindfulness. A mindful minute will start the day during Promise Time.</p> <p><b>After School All Stars</b></p>		
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Action #	Title	Description	Total Funds	Contributing
		<p>Through the CDE ASES Grant, WMS successfully partners with After School All Stars for high quality after school programming, available for all interested students. The Program starts at dismissal and goes until 6:00 PM. The All-Stars Program Coordinator is present at the school daily, and there is seamless integration between the school and All Stars. All Stars provides transformative opportunities that help students develop the skills, knowledge, and habits needed to succeed in life, school, and their future career. Program Areas include health and fitness/competitive sports, academic readiness, STEM, Career Exploration, and Visual and Performing Arts. All Stars is year-round and supports summer school programming.</p>		

2	<p><b>Provide Meaningful Family Engagement</b></p>	<p><b>Increasing Family Engagement</b>  WMS provides all parents including those of unduplicated students, and Students with Disabilities with numerous opportunities to engage as partners in their child’s education.</p> <p>Following the pandemic, there has been a decrease in the number of parents attending school sponsored events. For 2023-24, the focus will be to have a stronger parent presence on campus, with more opportunities to provide feedback. Parent input helped inform the content of this year’s LCAP, but more input is always desired.</p> <p>Parental input is elicited in various ways, and the amount of input is a Measurable Pupil Outcome. Opportunities for parent input and shared decision-making takes place through the following: English Language Advisory Committee (ELAC), DELAC, &amp; EL Parent Advisory Committee (EL-PAC) CA EC 52062(a)(2) Parent Advisory Committee (PAC) per CA EC 52062(a)(1)</p> <p><b>Parent Coordinator</b>  A dedicated, full-time, Parent Coordinator is instrumental in supporting communication, information and opportunities for families/caregivers. Family events planned are planned for July and August 2023 to build enrollment in the South LA Community. Meaningful family engagement occurs when parents engage in workshops led by the school team and outside experts. Requested topics which will be acted upon include drug awareness and prevention (vaping and fentanyl) and mental health. Citizenship and ESL classes are offered 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.</p> <p><b>School to Home Communication</b>  The school website has been revamped to be more student and parent facing to engage and inform families of school events. Daily/weekly reminders are sent by email and text via the Parent Square system in English and Spanish to inform parents of school events and encourage positive attendance. The school has a strong social media presence to share positive news and updates on school events and athletics.</p>	\$53,891	N
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Action #	Title	Description	Total Funds	Contributing
		<p>Parents currently 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. A goal for the upcoming year is to provide families with more training and guidance on using Power School to check on students’ grades.</p> <p>A school climate and culture survey are administered in the spring through Panorama. The responses relating to parent satisfaction with the school and connectedness are used to guide actions around family engagement. Additionally, parent input is used to inform parent programming. The principal collects parent feedback to report out as an MPO.</p> <p><b>Community Schools</b> In the second year of the Community Schools grant, the school will more intentionally integrate community, family and schools. Families and Schools (FIS) will be a partner to provide training for both families and teachers at different intervals within the school year.</p> <p><b>Involving Families in Facility Move</b> During the year, the school will work with the Parent Engagement Team employed by the LAPF HQ to recruit new students and families in the South LA Community in preparation for the move to the City of South Gate in August 2024. Bus transportation will be provided for current students to attend the campus in South Gate. The school will move into a shared 6-12 facility with WHS, with concerted efforts to make the move as seamless as possible and keep a presence in South LA while expanding to the Southeast Region. These efforts include partnerships with existing K-5 charter schools and engagement with families and community partnerships.</p>		

Action #	Title	Description	Total Funds	Contributing
3	<b>Ensure Access to Safe and Well-Maintained School Facilities Conducive to Student Learning</b>	<p>For the 2023-24 school year, WMS will remain 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, WMS 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>WMS strives to provide all students and staff with a safe and clean school facility site. The school administers an annual Facility Inspection Tool (FIT) report and will immediately address all 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>	\$561,617	N

## Goal Analysis for 22-23

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.

There are no substantive differences in planned actions or implementation.

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.

Some actions were not taken because of continuing effects of COVID, 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.

The school will continue actions and initiatives to further MTSS. Through the MTSS implementation grant, a majority of staff members will complete the online MTSS Certification through the Alludo platform. The Community Schools Grant will provide funding and resources to implement the Community Schools Partnership Framework and expand ways to holistically support students and families and strengthen community partnerships. A School Data Manager and Community Schools Coordinator are hired from the grant and will support these efforts.

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.

RMS will expand social emotional learning and mental health supports to respond to the needs of the learning community. The school will prepare for a move to the permanent facility in August 2024 in the South Gate Community.

**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 2023-24

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$482,941	\$57,188

## 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
28.20%	0%	\$0	28.20%

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 review of multiple data sources and a Needs Assessment. After assessing the needs, conditions, and circumstances of our English Learners, low-income and Foster Youth students, we learned that there remains a need to address foundational literacy and math skills and address unfinished learning as a result of the pandemic. In order to address this issue and the underlying issues, WMS administers 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, Academic Intervention Programs
- Goal 1, Multilingual Learner Support
- Goal 2, Longer school day, longer school year
- Goal 2, Professional development/coaching to build teacher capacity
- Goal 2, Closing the digital divide
- Goal 3, Promoting a positive school culture and climate
- Goal 3, Parent education workshops; and strategies to promote parent engagement & participation
- Goal 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 3compared 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 as measured by internal assessment data (NWEA MAP) and CAASPP. 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.

WMS 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).

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.

The New Teacher Center provide a coaching/training model for principals to align 6-12 practice: School leader convening; Identifying resources and constraints; Codifying academic strategy and system focus; and determine alignment between curriculum, school assessment and state assessments. In order to strengthen the delivery of instruction, build teacher capacity, and ensure all teachers are appropriately credentialed

and assigned which impacts student learning, engagement and academic outcomes, instructional coaches will be provided for each content area that will include ongoing coaching, observations, and feedback cycles.

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

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

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	[Provide ratio here]	22.16
Staff-to-student ratio of certificated staff providing direct services to students	[Provide ratio here]	11.08



## 23-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 2,098,927	\$ 23,756	\$ -	\$ 98,412	2,221,095	\$ 1,429,689	\$ 791,407

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Implement Multiple Assessments to Monitor Student Growth and Progress		\$ (0)	\$ -	\$ -	\$ 2,998	\$ 2,998
1	2	Addressing Academic Needs to Accelerate Learning through Staffing and Intervention Programs		\$ 90,785	\$ -	\$ -	\$ 11,554	\$ 102,339
1	3	Implementation of Supplemental Curriculum		\$ (0)	\$ 14,484	\$ -	\$ 22,136	\$ 36,620
1	4	Strengthen Multilingual Learner Programs and Services		\$ 6,345	\$ 842	\$ -	\$ -	\$ 7,187
1	5	Services to Support Students with Disabilities		\$ 192,169	\$ -	\$ -	\$ -	\$ 192,169
1	6	Broad Course of Study		\$ 60,292	\$ -	\$ -	\$ -	\$ 60,292
2	1	School Leaders and Teachers to Support the Educational Program		\$ 877,157	\$ -	\$ -	\$ 12,000	\$ 889,157
2	2	Professional Learning and Instructional Coaching Cohesive, Standards Aligned		\$ 66,700	\$ -	\$ -	\$ -	\$ 66,700
2	3	Cohesive, Standards Aligned Core Curriculum		\$ 32,060	\$ 8,430	\$ -	\$ 9,924	\$ 50,414
3	1	Promote positive school climate and culture		\$ 197,712	\$ -	\$ -	\$ -	\$ 197,712
3	2	Meaningfully engage families through increased participation, input and shared decision making		\$ 53,891	\$ -	\$ -	\$ -	\$ 53,891
3	3	Safe and well-maintained school facilities conducive to student learning		\$ 521,817	\$ -	\$ -	\$ 39,800	\$ 561,617
				\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -

**23-24 Contributing Actions Table**

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 1,712,800	\$ 482,941	28.20%	0.00%	28.20%	\$ 1,081,213	0.00%	63.13%	<b>Total:</b>	\$ 1,081,213
								<b>LEA-wide Total:</b>	\$ -
								<b>Limited Total:</b>	\$ -
								<b>Schoolwide Total:</b>	\$ 1,081,213

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Implement Multiple Assessments to Monitor	No	Schoolwide		MS	\$ -	0.00%
1	2	Addressing Academic Needs to Accelerate	No	Schoolwide		MS	\$ -	0.00%
1	3	Implementation of Supplemental Curricular	No	Schoolwide		MS	\$ -	0.00%
1	4	Strengthen Multilingual Learner Programs ;	Yes	Schoolwide	All	MS	\$ 6,345	0.00%
1	5	Services to Support Students with Disabiliti	No	Schoolwide		MS	\$ -	0.00%
1	6	Broad Course of Study	No	Schoolwide		MS	\$ -	0.00%
2	1	School Leaders and Teachers to Support the	Yes	Schoolwide	All	MS	\$ 877,157	0.00%
2	2	Professional Learning and Instructional Co.	No	Schoolwide		MS	\$ -	0.00%
2	3	Cohesive, Standards Aligned Core Curricul	No	Schoolwide		MS	\$ -	0.00%
3	1	Promote positive school climate and culture	Yes	Schoolwide	All	MS	\$ 197,712	0.00%
3	2	Meaningfully engage families through incre	No	Schoolwide		MS	\$ -	0.00%
3	3	Safe and well-maintained school facilities c	No	Schoolwide		MS	\$ -	0.00%
							\$ -	0.00%
							\$ -	0.00%

# LCFF Budget Overview for Parents

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

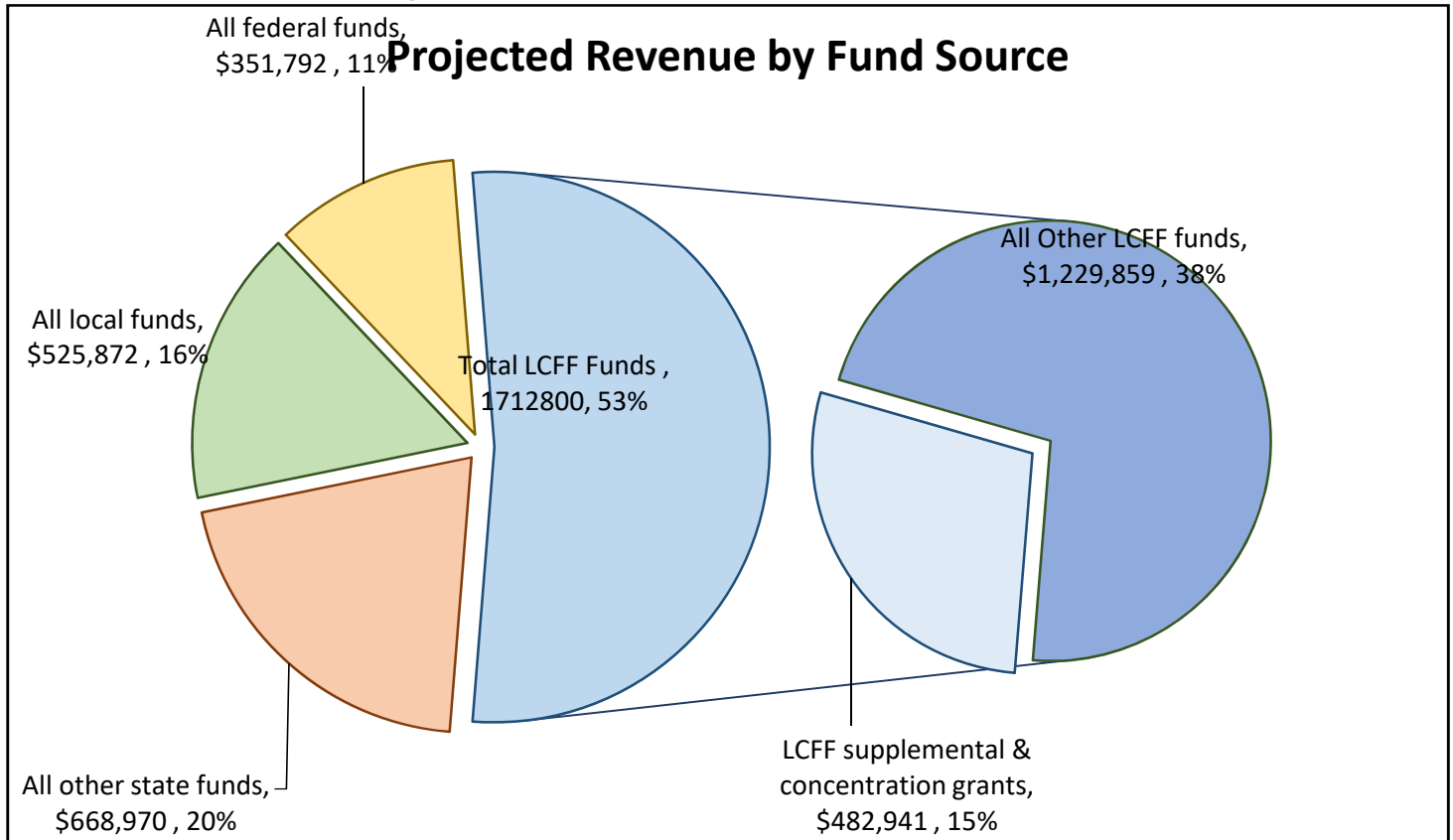
CDS Code: 19 10199 0134361

School Year: 2023-24

LEA contact information: Donna Jacobson 323-403-0770 donnaj@lapromisefund.org

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

## Budget Overview for the 2023-24 School Year

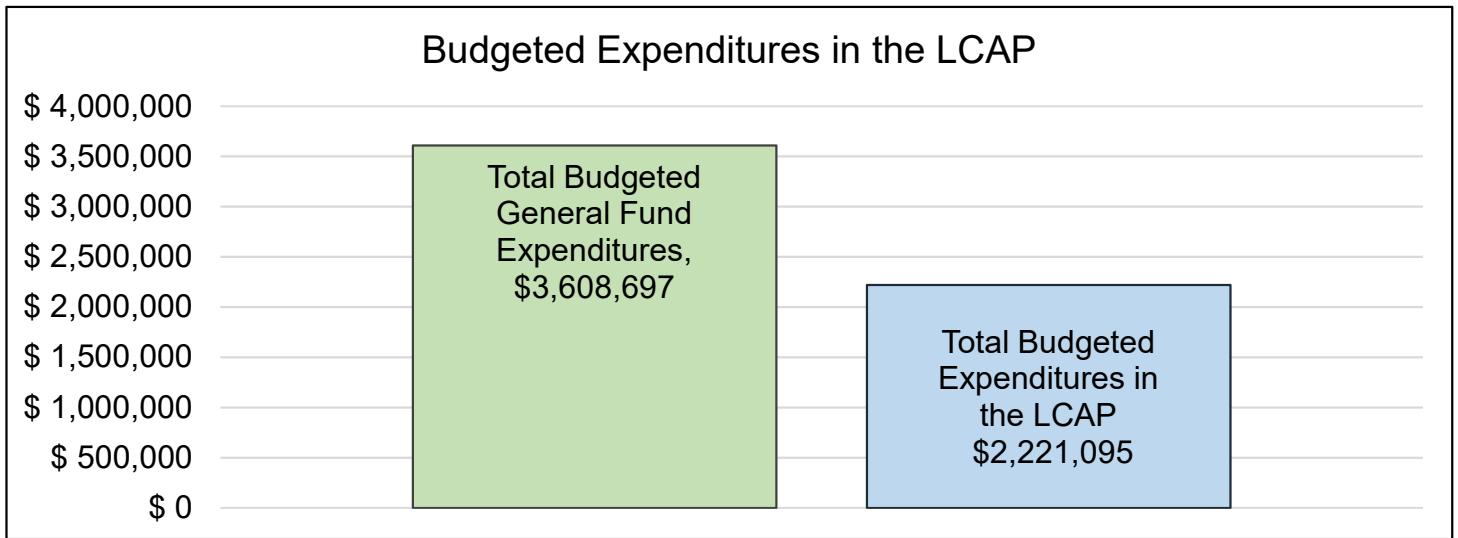


This chart shows the total general purpose revenue Russel Westbrook Why Not? Middle School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Russel Westbrook Why Not? Middle School is \$3,259,434.00, of which \$1,712,800.00 is Local Control Funding Formula (LCFF), \$668,970.00 is other state funds, \$525,872.00 is local funds, and \$351,792.00 is federal funds. Of the \$1,712,800.00 in LCFF Funds, \$482,941.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Russel Westbrook Why Not? Middle School plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

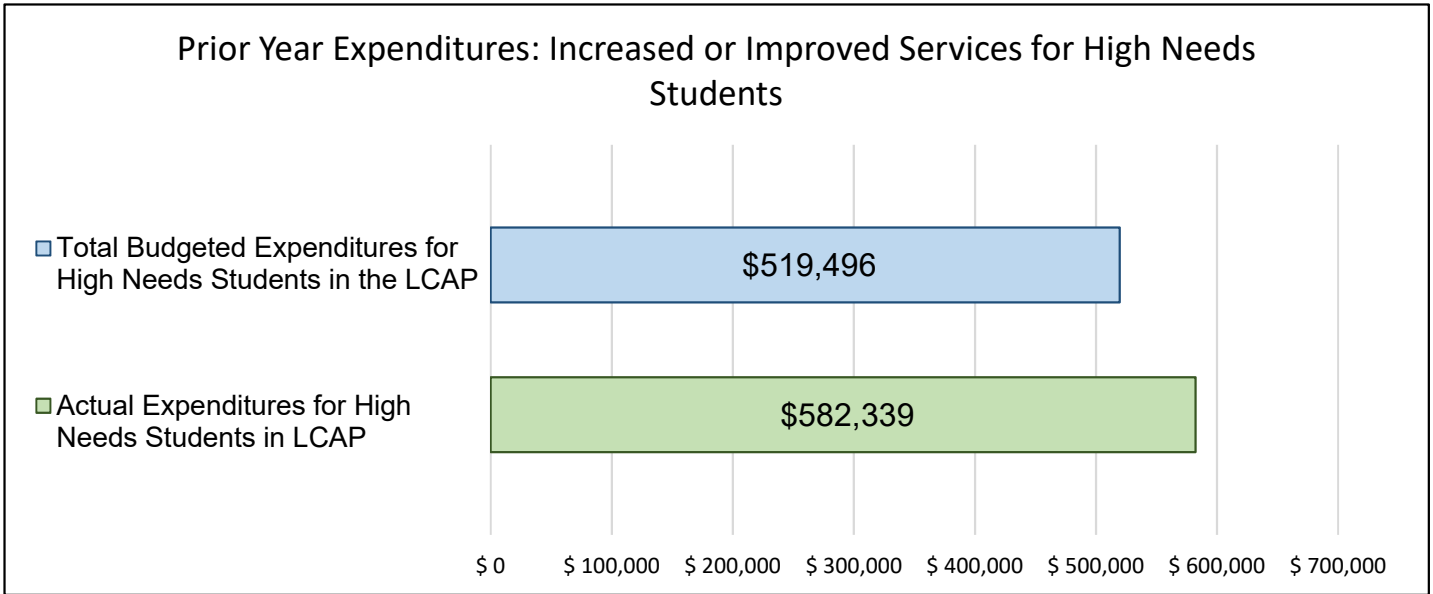
The text description of the above chart is as follows: Russel Westbrook Why Not? Middle School plans to spend \$3,608,697.00 for the 2023-24 school year. Of that amount, \$2,221,095.00 is tied to actions/services in the LCAP and \$1,387,602.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

## Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Russel Westbrook Why Not? Middle School is projecting it will receive \$482,941.00 based on the enrollment of foster youth, English learner, and low-income students. Russel Westbrook Why Not? Middle School must describe how it intends to increase or improve services for high needs students in the LCAP. Russel Westbrook Why Not? Middle School plans to spend \$1,081,213.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2022-23



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

The text description of the above chart is as follows: In 2022-23, Russel Westbrook Why Not? Middle School's LCAP budgeted \$519,496.00 for planned actions to increase or improve services for high needs students. Russel Westbrook Why Not? Middle School actually spent \$582,339.00 for actions to increase or improve services for high needs students in 2022-23.