

Local Educational Agency (LEA) name:	Russell Westbrook Why Not? Academy High School
CDS code:	19 10199 0135582
LEA contact information:	Donna Jacobson 323-403-0770 donna@lapromisefund.org
Coming School Year:	2022 – 23
Current School Year:	2021 – 22

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

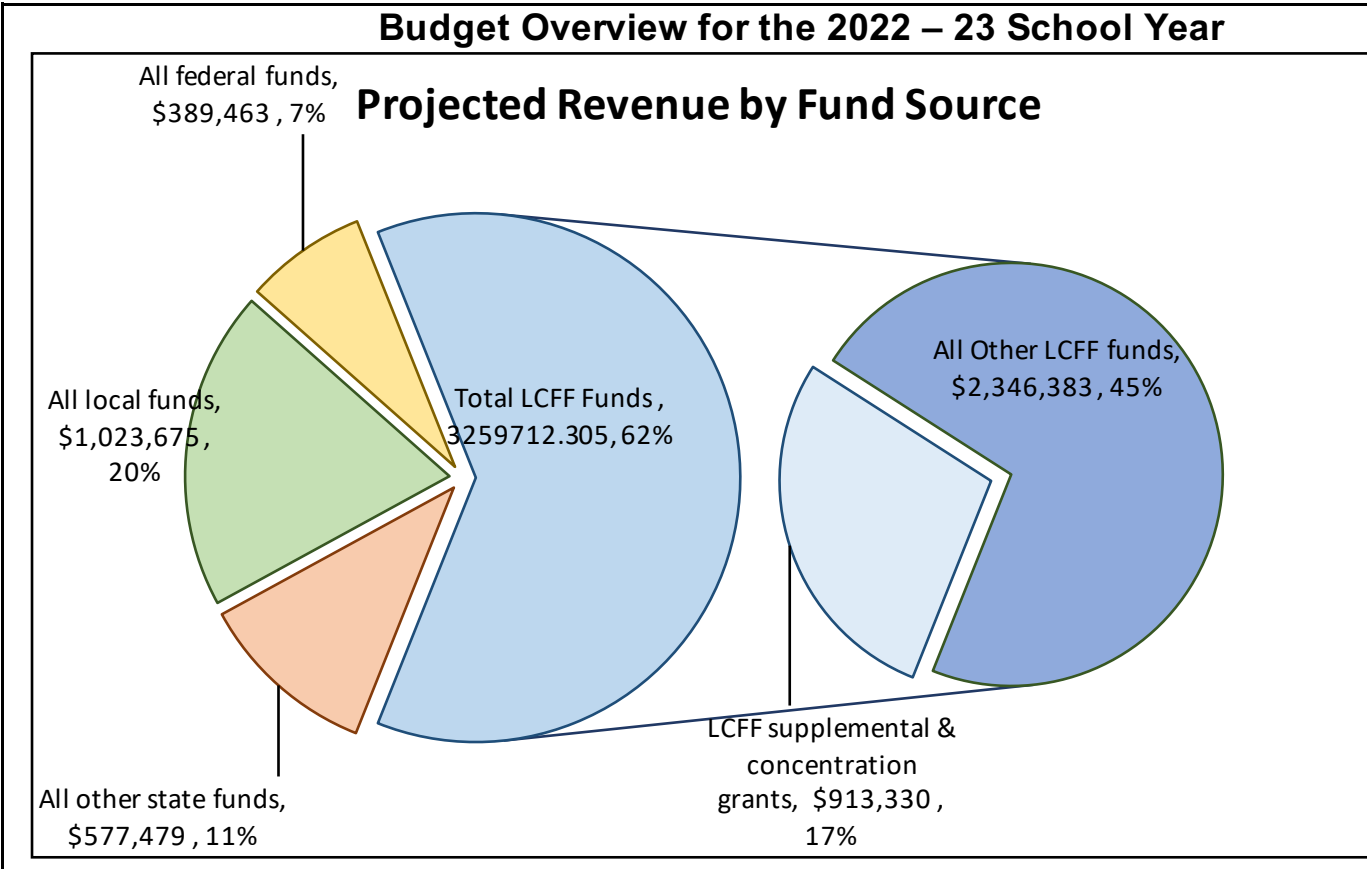
Projected General Fund Revenue for the 2022 – 23 School Year		Amount
Total LCFF funds	\$	3,259,712
LCFF supplemental & concentration grants	\$	913,330
All other state funds	\$	577,479
All local funds	\$	1,023,675
All federal funds	\$	389,463
Total Projected Revenue	\$	5,250,330
Total Budgeted Expenditures for the 2022 – 23 School Year		Amount
Total Budgeted General Fund Expenditures	\$	5,137,997
Total Budgeted Expenditures in the LCAP	\$	4,029,781
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	913,330
Expenditures not in the LCAP	\$	1,108,216
Expenditures for High Needs Students in the 2021 – 22 School Year		Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	825,594
Actual Expenditures for High Needs Students in LCAP	\$	1,046,060

LCFF Budget Overview for Parents Narrative Responses Sheet

Required Prompt(s)	Response(s)
<p>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</p>	<p>General fund expenditures that are not included in the LCAP are for after-school services provided by After School All Stars; miscellaneous Utilities and investments in current facilities, repairs and maintenance; equipment leases / copier costs and other office supplies; Operational consultants e.g. ExEd, Payroll services, compliance, non-instructional software and licenses, graduation, student incentive, staff appreciation and uniform expenses, office and administrative staff and benefits; management fee payable to LAF; staff retention payments for SY22-23</p>
<p>A prompt may display based on information provided in the Data Input tab.</p>	
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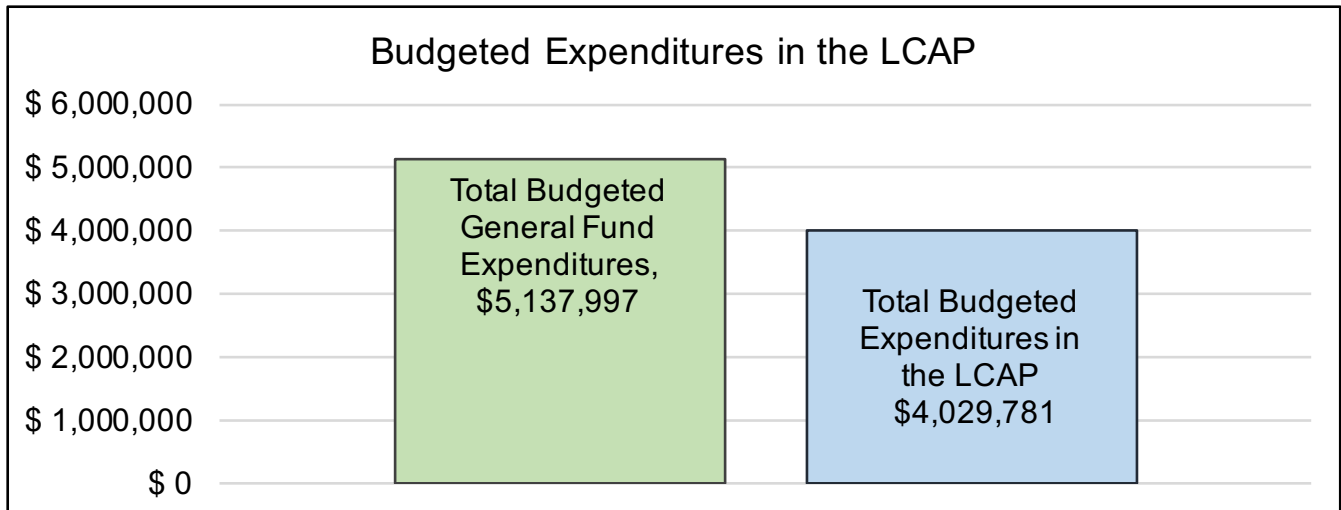
School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).



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

The text description for the above chart is as follows: The total revenue projected for Russell Westbrook Why Not? Academy High School is \$5,250,329.73, of which \$3,259,712.30 is Local Control Funding Formula (LCFF), \$577,479.36 is other state funds, \$1,023,675.31 is local funds, and \$389,462.75 is federal funds. \$3,259,712.30 in LCFF Funds, \$913,329.50 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, schools 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.



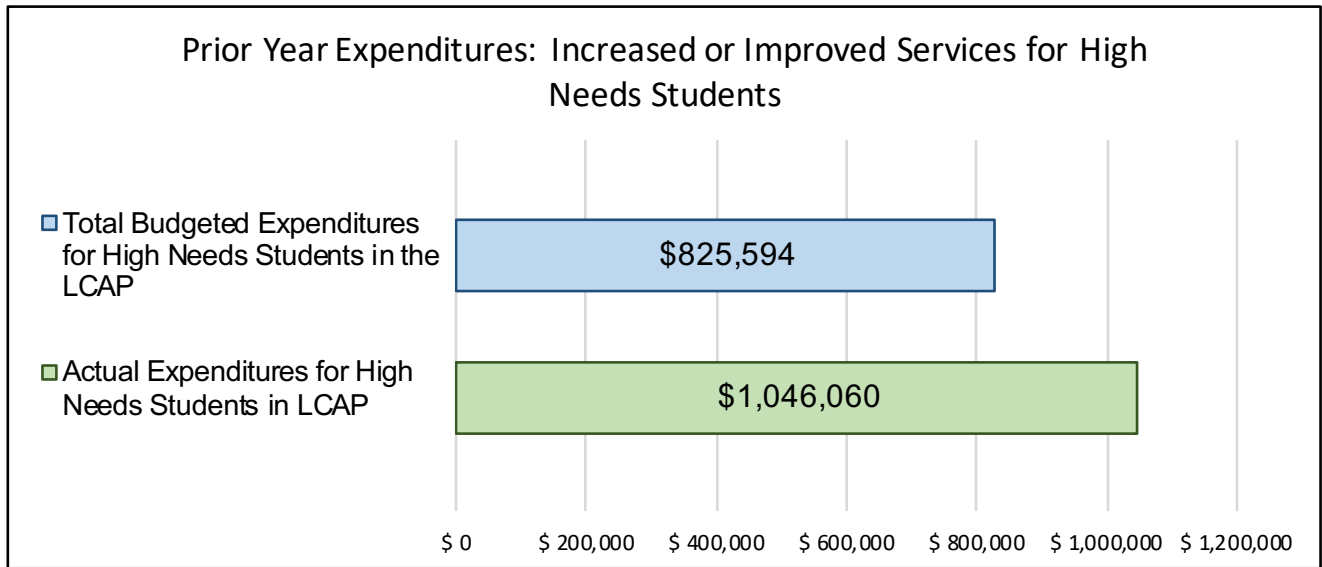
This chart provides a quick summary of how much Russell Westbrook Why Not? Academy High School to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the

The text description of the above chart is as follows: Russell Westbrook Why Not? Academy High School to spend \$5,137,996.87 for the 2022 – 23 school year. Of that amount, \$4,029,780.65 is tied to actions in the LCAP and \$1,108,216.22 is not included in the LCAP. The budgeted expenditures that are not in the LCAP will be used for the following:

General fund expenditures that are not included in the LCAP are for after-school services provided by School All Stars; miscellaneous Utilities and investments in current facilities, repairs and maintenance equipment leases / copier costs and other office supplies; Operational consultants e.g. ExEd. Pavroll s Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 Year

In 2022 – 23, Russell Westbrook Why Not? Academy High School is projecting it will receive \$913,329 based on the enrollment of foster youth, English learner, and low-income students. Russell Westbrook Why Not? Academy High School must describe how it intends to increase or improve services for high need students in the LCAP. Russell Westbrook Why Not? Academy High School plans to spend \$913,330.1 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2021 -



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

The text description of the above chart is as follows: In 2021 – 22, Russell Westbrook Why Not? Acade School's LCAP budgeted \$825,594.00 for planned actions to increase or improve services for high ne students. Russell Westbrook Why Not? Academy High School actually spent \$1,046,060.00 for actions: increase or improve services for high needs students in 2021 – 22.

Accessibility Information

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

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
Russell Westbrook Why Not? High School	Donna Jacobson, Chief Academic Officer	donnaj@lapromisefund.org (213) 745-4928

Plan Summary 2022-23

General Information

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

Russell Westbrook Why Not? High School (RWWNHS) serves students, grades 9-12. The school opened with a freshman class in August 2017, at St. Brigid’s, a private church facility in South Los Angeles. The school expanded one grade level per year, and graduated the first senior class in June, 2021. During the 2021-22 school year, the school was housed on split campuses: grades 9-10 at a private site in Bell, CA, previously occupied by a charter high school, and grades 11-12 at St. Brigid’s. This required bus transportation for students who reside in South LA to attend school at our Bell Campus. Currently, 75% of students live in the South-Central Region of Los Angeles, but the enrollment in the surrounding Southeast LA region (Bell/Huntington Park/South Gate) is expected to grow. The school will continue to provide bus transportation for students residing in South LA and plans to continue to serve students across both communities. For the 2022-23 school year, grades 9-11 will be housed at the Bell Facility (known as the Blue Site) and a *Senior Academy* will remain at St. Brigid’s (known as Saber Site). In August of 2024, the school will move to the permanent location in the City of Southgate, CA. The facility will house RWWNHS and Russell Westbrook Why Not? Middle School (RWWNMS), also managed by LA Promise Fund (LAPF), a non-profit organization that manages charter schools and county-wide programs. The schools share families, and an educational model focused on raising outcomes for students furthest from opportunity. The 2021-22 school enrollment was 217 and is expected to increase into the new year, with a larger ninth grade class and new recruitment opportunities in the Southeast Community.

RWWNHS is authorized through the Los Angeles County Office of Education (LACOE) and opened for the first year of operation in August 2017 with a freshman class. RWWNHS was renewed for a five-year term from 2021-26. RWWNHS will focus on increasing enrollment and raising academic outcomes through an exceptional educational model. In July of 2021, LAPF entered a partnership with the NBA Player and philanthropist, Russell Westbrook, and his *Why Not Foundation*, resulting in the name change from LA Promise Charter High School to Russell Westbrook Why Not High School (RWWNHS). The partnership will provide new opportunities as the school expands and plans for a move to the permanent location.

RWWNHS delivers an engaging and well-rounded education to learners in historically underserved communities. The instructional model emphasizes College and Career Readiness and Career Technical (CTE) education through a Digital Media Arts and Entertainment Pathway, a growing competitive athletic program, and Civic Engagement. RWWNHS was conceived to serve the most vulnerable student populations through a safe, small, personalized learning environment, an evidence-based and innovative educational mode, and a range of programs and services including a thriving after school program. Our Educational Model is based on five key elements: *Relationships, Optimal Learning Environments, Evidence-Based Practice, Educational and Foundational Systems*. RWWNHS is committed to providing access and equity for all learners through culturally responsive teaching and support for Multilingual Learners and Students with Learning Differences. We provide learners with rigorous, relevant, standards-based instruction. RWWNHS 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. RWWNHS 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.

RWWMHS has experienced success in meeting the academic and social-emotional needs of students during challenging times.

In relation to the California School Dashboard and local data, the school has made progress in the areas of, suspension, Multilingual Learner Progress, Academic Progress, and College and Career Readiness. There is still work to be done in the area of chronic absenteeism which will be heavily addressed in the upcoming year.

RWWNHS was granted six-year WASC Accreditation status in May 2022. This validates the school’s strengths as stated in the Self-Study, aligned to LCAP goals. Areas of success identified in 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 Learning Differences, and a comprehensive assessment system to evaluate growth and progress.

Other areas of progress are a result of actions taken in the past year, captured in the previous LCAP, to address unfinished learning and respond to the devastating impact of the pandemic on the mental health and well-being of students. The school was successful in furthering MTSS to improve school conditions and climate. MTSS was supported through an equity, validity, and family engagement lens. An Assistant Principal was hired to lead the 9-10 split campus, supervise and support teachers, and further PBIS. A full-time School Social worker was hired to address mental health needs through individual and group counseling, and a part-time parent coordinator supports parent engagement. The inclusion of these individuals, and new initiatives focused on making students feel physically and emotionally safe. Building connectedness to the school community has resulted in a decrease in the number of disciplinary referrals. An Attendance Clerk was hired to share and analyze attendance data daily. These actions have improved the quality of school life for students, staff and families/caregivers.

Teaching and learning also progressed through MTSS. In response to the previous year’s academic achievement data, two periods of Reading Intervention were offered, to build foundational reading competencies. The school expanded opportunities for teacher collaboration and professional development to include Data-Driven Instruction and support for more effective RTI.

RWWNHS Suspension Rates						
	ENROLLMENT	TOTAL #	UNDUP COUNT	RATE	% STUD W/ 1 SUSP	% STUD W/ MULTI. SUSP
Schoolwide	210	5	5	2.4%	2.4%	0%
African-American	43	3	3	7.0%	7.0%	0%
Hispanic	165	2	2	1.2%	1.2%	0%
English Learners	74	1	1	1.4%	1.4%	0%
Soc. Econ Disadv.	188	5	5	2.7%	2.7%	0%
SWD	52	2	2	3.8%	3.8%	0%

Reflections: Identified Need

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

As the WASC Self-Study identified areas of strength, it also afforded the school time to analyze academic and school climate and culture data to identify and address areas for continuous improvement. Areas of need include chronic absenteeism, A-G completion rates, proficiency in Math and ELA, and English Learner Proficiency. These areas are reflected on the CA Dashboard and through local data for ongoing focus and resource allocation.

There was incremental growth school-wide, in mathematics, based on the Mid-Year NWEA Data, with the number of students meeting, or exceeding is 9% school wide. This underscores the need to increase math achievement.

Reading achievement as measured by NWEA Mid-Year has also increased, as the low tier has decreased with proficiency rates of 3% for English Learners, and 4% for SPED, 9% for Black students. Still, these results are not good enough and the school will continue to improve ELA and Math outcomes for all student subgroups.

At the end of the first semester, A-G Completion rates were 48% (second semester grades had not been issued at the time of this report).

Academic and School Climate and Culture data underscores the need to provide additional services for our students. In addition to unfinished learning, the communities of South (Central) and Southeast LA are more deeply impacted by food insecurity, housing instability, decreased wages and unemployment. Supporting students and families during these times remain among our most profound areas of need. While the school has responded with increased

support for mental health and well-being, and provision of community resources to include a food bank through the LAPF organization, and health clinics, the needs remain great. Increases in 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 RWWNHS, in the ability stabilize enrollment. It is anticipated that the relocation to South Gate will provide more opportunities to partner with feeder charter middle schools and increase schoolwide enrollment.

Teacher growth and development is a continued area of focus. The school is involved in a Partnership with the New Teacher Center (NTC) to support school leaders and teachers through an evidence-based coaching framework. Through NTC, school leaders developed Instructional Goals and school-wide indicators, for systematic school improvement. The greatest needs for coaching include planning and implementing rigorous standards-based lessons, standards-referenced grading, using data to plan intervention, differentiation, and Integrated ELD.

RWWNHS			
2021-22 Chronic Absenteeism Rate			
	ELIG ENROLL	COUNT	RATE
Schoolwide	210	63	30.0%
African-American	43	15	34.9%
Hispanic	165	48	29.1%
English Learners	74	25	33.8%
Soc. Econ Disadv.	188	58	30.9%
SWD	52	15	28.8%

LCAP Highlights

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

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

MTSS and continuous improvement are driven by multiple data sources that guide decision-making and shapes systems for supporting students. The comprehensive framework encompasses Common Core State Standards, cohesive curriculum, differentiated instruction, personalized learning, PBIS, RTI, and alignment of systems that foster academic, behavioral, and social-emotional success. MTSS has a broad scope, aligning the entire system of initiatives, supports, and resources and systematically addressing support for all students, including gifted and high achievers.

The LCAP emphasizes MTSS in promoting positive School Conditions and Climate, and 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 learning and teaching.

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

- Student-centered 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 safe, clean, well-maintained and conducive to learning*

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

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. Provide high school learners with College and Career access and Career Technical Education.

Goal #2: Provide educators with high quality professional learning aligned with Instructional Goals, that is differentiated to meet the needs of educators, based on their effectiveness and career phase. Increase instructional coaching to support and advance high-impact teaching strategies that address diverse learning needs and improve academic outcomes for all students, including Multilingual Learners and SWD.

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

PARENT TOWNHALL AND MEETINGS	TOPIC	METHOD
7/12/21	School Location/AB 104 and ELO	In Person & Zoom
8/12/21	Orientation/Bell schedules/Student Expectation	In Person
8/13/21	Orientation/Bell schedules/Student Expectation	In Person
8/25/21	Schedule/Expectations/Afterschool programs	Zoom

9/28/21	Week 5 Parent Conferences	Zoom
10/13/21	ESSR, ELAC, DELAC/ EL PAC & PAC info, Vaccine mandate	Zoom
11/17/21	November Townhall: Apex, FT overview, Afterschool opportunities	Zoom
1/26/22	Student Celebrations	Zoom
3/9/22	Week 10 Parent Teacher Conferences	Zoom
4/27/22	School Updates/Covid Guidelines/School Protocols/Summer Opportunities	Zoom

ELAC/DELAC/EL PAC	TOPIC	METHOD
10/13/21	Orientation and election DELAC/ELAC/ EL PAC	Zoom
2/10/22	ELAC/DELAC/ EL PAC Overview/ELPAC Updates, ELD Program Updatrs	Zoom
5/12/22	LCAP Discussion	Zoom

SSC/PAC	TOPIC	METHOD
10/13/21	SSC/PAC Orientation	Zoom
11/17/21	SSC/PAC Parent & Staff Elections	In Person for Staff and via Zoom for Parents

2/14/22	Orientation Review/Election of Officers/ByLaws/Safe School Plan/LCAP Supplemental and Feedback	Zoom
3/14/22	School Wellness/LCAP Discussion	Zoom
3/16/22	STAFF LCAP Discussion	In Person & via Zoom
4/4/22	LCAP Discussion	Zoom

A summary of the feedback provided by specific educational partners.

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

- Instructional Leadership Team/CAO and School Leaders: Expressed the need to deepen continuous improvement initiatives to incorporate more data-driven instruction, additional pupil-free days for data analysis and planning, more intensive support for mathematics to address low math achievement, stronger adherence to instructional pacing, refinement of grading practices, and improved implementation of Power Hour. Additionally, there is a need for more support for freshman upon transitioning to high school beginning with Incoming 9th Grade Summer Bridge, and more support through the College Counseling Program. The school also needs to develop a strong system of monitoring A-G progress, and more organized and refined system of credit recovery through Apex.
- Teachers would like more time for collaborative planning with grade level and content teams, and more support for Promise Time/Advisory and Power Hour. There is a desire to provide learners with more varied and diverse elective offerings to expand to VAPA and STEM courses. Additionally, teachers hope to provide more enrichment opportunities for learners during the school day, to include field trips which were not available due to COVID. Teachers expressed the need for more support in meeting the needs of English Learners and SWD. The staff supports more college field trips to schools in Northern and Southern CA, out of state, and HBCU trips. The staff hopes for more AP offerings over time.
- Staff/paraprofessionals would like more opportunities to learn with teachers during the weekly professional development block and requested more frequent training designed to support Multilingual Learners and Students with Disabilities during push-in through individual and small group assistance.
- Parents/Caregivers including PAC, ELAC/DELAC & EL-PAC appreciate that the school provides a small, personalized high school setting. They want to continue the level of personalized attention. They are pleased with academic growth as evidenced by the NWEA Mid-Year MAP Assessment, and the focus on College and Career Readiness, information on financial aid, and scholarship opportunities. Parents shared concerns regarding campus safety due to crime in the area near the Saber Campus. Parents are asking for more supervision and resources for overall campus safety. Parents are asking for increased supervision on and outside campus, anti-bullying programs, and more positive interactions between some students. Parents appreciate Mental

Health supports and would like to further initiatives that support their children’s physical and emotional well-being. Parents/caregivers would also like more enrichment opportunities (field trips, sports, arts) and more tutoring and intervention during the school day, after school, and during the summer.

- Students: shared that they have strong and trusting relationships with their teachers/staff. High school students expressed the need for more activities during the school day, and after school, to include competitive sports, expanded club offerings, and extracurricular activities. Students expressed need for more positive student relationships and support for bullying/cyber bullying. High School students want more and varied elective classes and college classes. They also want more college trips (daytime to local colleges, and overnight trips outside of the area).

- LAC SELPA consultation took place, and feedback provided was to include actions that address disproportionality, and parent participation on the LAC SELPA Community Advisory Council (CAC).

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

The input of stakeholders has been instrumental in the development of the 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.

These revised actions include, but are not limited to:

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results (Insert measures aligned with MPOs)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA CAASPP	41%	Pending release of 21-22 Summative CAASPP Data	[Insert outcome here]	[Insert outcome here]	51%
Math CAASPP	4%	Pending release of 21-22 Summative CAASPP Data	[Insert outcome here]	[Insert outcome here]	14%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAST	Not administered	Pending release of 21-22 Summative CAST Data	[Insert outcome here]	[Insert outcome here]	+15% of Year 1 Outcome
Attendance Rate	91%	90.5%			95%
Chronic Absenteeism Rate	23%	30%			10%
High School Dropout Rate	0%	0%			0%
High School Graduation Rate	93.9%	89%			95%
Suspension Rate	0%	2.4%			2%
Expulsion Rate	0%	0%			<1%
% of students including Unduplicated Pupils, and Students with Disabilities (SWD) who have access to Broad Course of Study	100%	100%			100%
% EL who progress in English Proficiency (ELPI)	Fall 2019 Dashboard 21.4% Very Low	Pending			40%
EL Reclassification Rate	11%	Pending			20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% EL with access to CCSS & ELD Standards	100%	100%			100%
% of students who complete UC A-G	66%	55%			90%
% of students who pass AP Exams (3+)	28%	Pending			50%
% of students “Prepared” for College as measured by ELA EAP	Pending	Pending			20%
% of students “Prepared” for College as measured by Math EAP	Pending	Pending			20%

Actions

Action #	Title	Description	Total Funds	Contributing
1	<p>Implement Multiple Assessments to Monitor Student Growth and Progress</p>	<p>Assessments</p> <p>RWWNHS 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>NWEA MAP Growth Assessments for ELA (Reading and Language), Mathematics, and Science</p> <ul style="list-style-type: none"> • Administered in August (Baseline), November (Fall/Interim #1) and March (Spring/Interim #2) <p>State-Mandated Assessments:</p> <ul style="list-style-type: none"> • ELPAC (Initial, Summative, Alternative) • CAASPP (ELA and Math) Grade 11 • CA Science Test (CAST), to be taken junior or senior year • Physical Fitness Test (PFT), Grade 9 <p>Lexile Reading Level Assessments (through Achieve 3000)</p> <ul style="list-style-type: none"> • Administered in August (Baseline), January (Mid-Year) and June (End of Year) <p>Other forms of assessment include:</p> <ul style="list-style-type: none"> • End of Unit Tests (included in curriculum) • Formative Assessments (daily) • Teacher Created Assessments • Student Projects and Presentations 	<p>\$3,461</p>	<p>[Y]</p>

<p>2</p>	<p>Addressing Academic Needs to Accelerate Learning through Staffing and Intervention Programs</p>	<p>Raising academic achievement in ELA & Mathematics is a top priority. Our students have experienced significant unfinished learning during distance learning, and the emotional and financial impact on students and families due to the pandemic. Educational Partner Input underscores the need to provide students with targeted academic support and intervention through extended learning opportunities.</p> <p>Services and programs above and beyond what were provided during the 2021-22 school year have been designed to support students who are struggling academically through RTI, and systems to monitor student growth and progress. These include Tutoring, Summer School, Credit Recovery, Power Hour, and support from Instructional Aides.</p> <p>RWWNHS 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. Assessment data is used on a continual basis to evaluate program effectiveness.</p> <p>The school used NWEA and Lexile Reading data to monitor growth and progress. This data was analyzed and acted upon to address unfinished learning and gaps in Reading/Language Arts and Mathematics. Due to the suspension of 11th grade CAASPP for 2020 and 2021, there was not data to inform the College and Career Indicator for the CA Dashboard.</p> <p>Power Hour</p> <p>Power Hour is daily intervention is built into the daily schedule (four days a week, except for weekly early release Wednesdays for Professional Development). Power Hour is considered a Tier 1 practice, since all students participate, but there is flexible grouping based on data from common interim assessments. Thus, Tier 2 support is provided through some Power Hour groupings based on need. Power Hour sections are taught by credentialed teachers.</p>	<p>\$148,341.50</p>	<p>[Y]</p>
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		<p>Power Hour provides Math and ELA support through explicit direct instruction, small group lessons, and re-teach of high priority standards, as well as time and support for completing assignments. The use of IXL Math and Achieve 3000 for Lexile reading growth is a component of Power Hour. Students may be grouped in Power Hour by Language need, to provide additional Integrated ELD support for Multilingual Learners and targeted intervention for Long Term English Learners.</p> <p>Credit Recovery</p> <p>The school uses Apex Learning for online credit recovery, to allow all students opportunities to remain on-track for UC A-G Requirements. All Apex courses provide a rigorous, standards-based learning opportunity for credit recovery programs. The College Counselors oversee and track progress through Apex. Students can access Apex remotely anytime. However, we understand that supervised worktime is more effective for course completion, and provide this during Summer School, after school tutoring, and Power Hour.</p> <p>Reading Intervention Program</p> <p>Reading Intervention was offered for two periods during the 2021-22 school year. Data showed that the class was effective in supporting struggling readers and Long-Term English Learners. For the 2022-23 school year, a credentialed teacher will teach one section of freshman Reading Intervention, to target the needs of LTELs and students entering high school with profound literacy gaps. Students are identified for Reading Intervention Class based on diagnostic Reading Lexile level set data, and 2022 Summative CAASSP scores. Placement will also be determined through the WIST assessment, which provides a nationally standardized, diagnostic instrument designed specifically for students having difficulty with reading, spelling or both. The Norm-Referenced Assessment measures Word Identification, Spelling, and Sound-Symbol Knowledge. Wilson Just Words will be used as the curriculum for Reading Intervention. Training for the teacher will be provided.</p> <p>Summer School and After School Tutoring/Intervention</p>		
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Action #	Title	Description	Total Funds	Contributing
		<p>In-person summer school is offered to all students but strongly encouraged for incoming 10-12th grade students who are not on-track for A-G requirements, or not meeting or exceeding grade level standards. Summer Intervention classes provide targeted Tier 2 intervention and re-teach and application of standards. Pre-and post-tests are administered each week. Students working on Apex are monitored through the Program.</p> <p>Incoming grade 9 students participate in Summer Bridge, which provides students with Math and ELA support as well as social-emotional learning and an overview of Executive Functioning Skills to support a successful transition from middle to high school.</p> <p>Teachers are compensated for teaching past their contract day for after school tutoring. Students are grouped with teachers according to need.</p> <p>Instructional Aides</p> <p>Four Instructional Aides (one per grade level) provide small group targeted support/intervention in ELA and Math during the instructional day and in Power Hour. The aides are trained along with teachers to implement evidence-based strategies, and support access to the core curriculum. Instructional aides are bilingual and provide primary language support as needed for newcomers. Instructional aides work with students clustered by linguistic needs, and SWD.</p>		

Action #	Title	Description	Total Funds	Contributing
3	Implementation of Supplemental Curriculum	<p>Supplemental Curriculum is used as a Tier 1 (all students have access) and Tier 2 (for grouping, differentiation, and re-teach).</p> <p>The following supplemental programs are used to enrich, provide extension, enrichment, and support to the curriculum. They are also used to differentiate instructional and meet the various skill and ability levels in the classroom.</p> <p><i>The following Supplemental Programs are used to support student learning:</i></p> <ul style="list-style-type: none"> • Apex Credit Recovery • Achieve 3000 • Actively Learn • IXL Math • Brain Pop • Rosetta Stone (for Multilingual Learners) • English Learner Academic Toolkit (Kate Kinsella) • Grade Level Appropriate Novels, high interest/low ability books, supplemental reading materials • Open Sci 	\$34,070.00	[Y]

Action #	Title	Description	Total Funds	Contributing
4	Strengthen Multilingual Learner Programs and Services	<p>RWWNHS employs an <i>ELD teacher</i> to provide daily Designated ELD to Multilingual Learners. The teacher is provided with training to effectively meet the needs of emerging, expanding and bridging levels. Professional Learning is offered through <i>EL Rise</i>, and other outside opportunities throughout the year.</p> <p>Designated ELD provides explicit language instruction to Multilingual Learners. <i>Cengage: Inside the USA</i> is the adopted curriculum, used with fidelity. EDGE is used to address the needs of bridging ELLs. Training for the program is provide through the publisher. All students have a <i>Rosetta Stone</i> license, to apply and practice with language.</p> <p>Bilingual Instructional Aides support Multilingual Learners, particularly at the emerging level in 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. ELA and HSS teachers participate in training through the CA Reading and Literacy Project (CRLP) a multi-year imitative through Loyola Marymount University.</p> <p>For 2022-23, the school will refine and improve upon the manner in which strategies are implemented to support Multilingual learners in the classroom and meet the Measurable Pupil Outcomes (higher reclassification rates and increase in ELPI). School leaders and instructional coaches 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 greater emphasis on supporting LTELS through the use of the EDGE Curriculum, and Power Hour support.</p>	\$108,822.00	Y

5	<p>Services to Support Students with Disabilities</p>	<p>RWWNHS is part of the LACOE SELPA. The SPED Coordinator (split between RWWNHS/MS) is responsible for developing, implementing and monitoring quality student-centered Individual Education Plans (IEPs) including documentation and adherence to requirements and timelines, staffing and contracted services. Our SPED program provides improved outcomes and closes the achievement gap for students with disabilities, and coordinates, designs, and provides for specialized and age-appropriate programs, services and supports for students. Program services will include providing Special education teachers, Instructional aides and support staff.</p> <p>The SPED Team is comprised of the SPED Coordinator, 2 RSTs, Paraprofessionals, School Psychologists (split between RWWNHS/MS), and contracted services to provide all required services to SWD to ensure the academic, social-emotional and behavioral needs are met, and support services are provided. All services are tracked through SEIS. The SPED team collaborates with our SELPA to improve student academic outcomes and accelerate student learning. Members of the team will attend a range of training through LACOE, and outside conferences in the Southern California area. The CAO and SPED coordinator actively engage in the LACOE SELPA and ensure we are up to date and fully aware of all compliance and regulation around the SPED Program.</p> <p>Upon consultation with the Los Angeles County Charter 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. Additionally, the SPED program is currently participating in Targeted Tier Interventions that include training on gathering data and investigating patterns in an effort avoid disproportionality. More specifically, SPED Coordinator is conducting data drills and root cause analyses specific to our schools and population which will help us determine next steps to take in order to further prevent disproportionality from occurring in the future.</p>	\$446,818.75	Y
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Action #	Title	Description	Total Funds	Contributing
		<p>The school plans to go above and beyond in providing high quality services. During the 2022-23 school year, general and special education teachers will collaborate more deeply for more effective inclusion through co-teaching, planning and grading. More time will be dedicated to SPED during weekly content team PD, including guest presenters from SELPA and other partnerships. There will be emphasis on meeting needs of students who are both SWD and multilingual learners.</p> <p>In order to promote more meaningful family engagement, we will have parents participate in the Community Advisory Council (CAC). This group provides training and support for parents of students with disabilities.</p> <p>During the 2021-22 School year the school contracted an outside company, Expatiate Communication. The plan was to build in-house capacity and move away from this model to improve our own services and have a more cost-effective structure. Thus, we will hire an additional school psychologist to provide DIS Counseling, and work with individual contractors for Speech and Language and Occupational Therapy (OT) services.</p>		

6	<p>Broad Course of Study, College and Career, and Career Technical Education</p>	<p>RWWNHS 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, This area will be emphasized in the 2023 school year through the CDE Career Technical Education Initiative Grant (CTEIG) to provide a program of study that involves a multiyear sequence of courses that integrate core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. The school provides two credentialed CTE teachers, and offers Video Production 1, 2, and 3, and is building out a pathway to include a partnership with East LA College (ELAC). Through the Career Pathways Grant, the 2022-23 school year will bring in new opportunities for CTE with industry experts, career exposure, field trips, and support in integrating Digital Media Arts Standards in content areas. Three teachers have been trained in the Arts Matter Program, through LA Promise Fund, providing skill and knowledge in using Media Arts Standard in concert with core content standards.</p> <p>In the spirit of career exploration, students are encouraged to enroll in the <i>Intern Program</i>, offered through LAPF, which provides a paid internship in a dynamic industry can be a game changing experience for a student. They run an intensive summer program, which RWWMHS students with the chance to work in dynamic career areas through paid internships of four or more weeks during their summer break. Students have worked in fields like Arts, Media & Entertainment, Engineering & Tech, Business, Government/Non-Profit/Philanthropy, and Healthcare & Medical Technology.</p> <p>Physical well-being is imperative for the development of high school students. Physical Education is offered in grade 9 and 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</p>	\$294,471.25	Y
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infections (STIs). The PE Teacher uses Teen Talk, an approved curriculum through LACOE, and attends an annual training.

Promise Time/Advisory

Promise Time/Advisory Period addresses Social Emotional Learning, builds connectedness to the school, and promotes College and Career Readiness. Feedback from staff underscores the need for more planning time and support in imparting a strong and effective Promise Time. Members of the ILT will engage in Summer Planning to review and reinforce goals for Promise Time, which will be presented at the *Summer Teachers Conference* in August 2022 During the Summer Teachers Conference. A stronger emphasis on College and Career awareness will be spearheaded by college counselors.

College and Career

In order to prepare students for success on SAT and other college entrance exams, the school will support students in test taking strategies and practice. This will be supported by Promise Time Teachers and College Counselors. The school will emphasize SAT Prep, college entrance requirements, study skills, time management, and career planning using CA College Guidance Initiative (*CCGI*), which also tracks our graduates UC/CSU completion rates. These initiatives will increase the number of high school seniors eligible for admission to University of California and other competitive colleges and universities, and to provide more scholarship opportunities. Additionally, these efforts will positively impact the College/Career Indicator on the CA Schools Dashboard.

RWWNHS provides students with **(2) College Counselors**, to meet with students to complete Postsecondary Plans, plan for college admissions and financial aid, and ensure that all students are on track to graduate and fulfill UC-A-G requirements, developed college plans and completed a career inventory assessment. In the upcoming year, the school will develop dual enrollment with a community college partner (ELAC) to build out the CTE Pathway.

Action #	Title	Description	Total Funds	Contributing
		<p>With a focus on equity, RWWNHS will pay for all college entrance examinations and AP examinations. Since all eligible students apply to a minimum of one four-year college or university, the school assists in the application process and FAFSA, and pays for application fees. College Counselors regularly hold meeting for families around college planning. Students who do not plan to attend a four-year institution will be given support in community college enrollment or entering the workforce.</p> <p>The A-G completion grant awarded by CDE will support an increase in the number of students who meet the UC requirements. The grant will support training for College Counselors through outside conferences and membership to professional organizations, provide AP training to teachers through College Board, and support Apex credit recovery.</p>		

Goal Analysis

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

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

Last year, there was a College and Career Class offered. The decision was made to eliminate the class in favor of other elective offerings and cover the content as part of the Promise Time/Advisory Curriculum.

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

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

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

Actions to provide more targeted intervention programs, more effective data management systems, and services for English Learners and SWD resulted in growth and progress. The impact of the pandemic and unfinished learning requires additional layers of support and a refinement of practice, that are planned for during the current year. Additionally, when students returned for in-person instruction, we learned that learning loss was clear in many aspects,

namely Math and ELA. Reflections on practice resulted in increased instructional coaching for the 2022-23 Instructional year, a greater focus on Instructional Goals, and High Dosage Math Tutoring. Attainment of the A-G Completion Grant will support more students meeting A-G requirements.

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

The most effective change relates to SPED services, and the decision to terminate the contract with the SPED provider to hire and meet the need in-house. We determined through Educational Partner Engagement that the needs could be met more efficiently and cost effectively through the in-house structure. A deep analysis found that the planned structure for 2022-23 will shift more responsibilities to the SPED Coordinator, who knows the students, staff, families and SPED programs, and we can allocate resources more directly to students than outside contract costs.

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

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																																																																								
% of students with access to Standards-aligned materials	100%	100%			100%																																																																								
Implementation of the Academic Content Standards: as measured by CDE’s Priority 2 Local Indicator rubric.	<table border="1"> <thead> <tr> <th colspan="2">OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS</th> </tr> <tr> <th></th> <th>2020-21</th> </tr> </thead> <tbody> <tr><td>ELA</td><td>4</td></tr> <tr><td>ELD</td><td>4</td></tr> <tr><td>MATH</td><td>4</td></tr> <tr><td>NGSS</td><td>4</td></tr> <tr><td>HISTORY</td><td>4</td></tr> <tr><td>CTE</td><td>3</td></tr> <tr><td>HEALTH</td><td>4</td></tr> <tr><td>PHYSICAL ED.</td><td>4</td></tr> <tr><td>VAPA</td><td>4</td></tr> </tbody> </table>		OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS			2020-21	ELA	4	ELD	4	MATH	4	NGSS	4	HISTORY	4	CTE	3	HEALTH	4	PHYSICAL ED.	4	VAPA	4	<table border="1"> <thead> <tr> <th colspan="2">OPTION2: CDE REFLECTION TOOL: ACAD. STANDARDS</th> </tr> <tr> <th></th> <th>2021-22</th> </tr> </thead> <tbody> <tr><td>ELA</td><td>5</td></tr> <tr><td>ELD</td><td>4</td></tr> <tr><td>MATH</td><td>5</td></tr> <tr><td>NGSS</td><td>5</td></tr> <tr><td>HISTORY</td><td>4</td></tr> <tr><td>CTE</td><td>5</td></tr> <tr><td>HEALTH</td><td>5</td></tr> <tr><td>PHYSICAL ED.</td><td>5</td></tr> <tr><td>VAPA</td><td>5</td></tr> <tr><td>WORLD LANGUAGE</td><td>4</td></tr> </tbody> </table>		OPTION2: CDE REFLECTION TOOL: ACAD. STANDARDS			2021-22	ELA	5	ELD	4	MATH	5	NGSS	5	HISTORY	4	CTE	5	HEALTH	5	PHYSICAL ED.	5	VAPA	5	WORLD LANGUAGE	4			<table border="1"> <thead> <tr> <th colspan="2">OPTION2: CDE REFLECTION TOOL: ACAD. STANDARDS</th> </tr> <tr> <th></th> <th>2023-24</th> </tr> </thead> <tbody> <tr><td>ELA</td><td>5</td></tr> <tr><td>ELD</td><td>5</td></tr> <tr><td>MATH</td><td>5</td></tr> <tr><td>NGSS</td><td>5</td></tr> <tr><td>HISTORY</td><td>5</td></tr> <tr><td>CTE</td><td>5</td></tr> <tr><td>HEALTH</td><td>5</td></tr> <tr><td>PHYSICAL ED.</td><td>5</td></tr> <tr><td>VAPA</td><td>5</td></tr> <tr><td>WORLD LANGUAGE</td><td>5</td></tr> </tbody> </table>	OPTION2: CDE REFLECTION TOOL: ACAD. STANDARDS			2023-24	ELA	5	ELD	5	MATH	5	NGSS	5	HISTORY	5	CTE	5	HEALTH	5	PHYSICAL ED.	5	VAPA	5	WORLD LANGUAGE	5
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% of Teachers appropriately credentialed & assigned	58.3%	64.8%			100%																																																																								
Gr 9 PFT: % students meeting all 6 HFZ	**Not administered	Pending			30%																																																																								

Actions

Action #	Title	Description	Total Funds	Contributing
1	School Leaders and Teachers to Support the Educational Program	<p>RWWNHS employs an Administrative Team of Principal and Assistant Principal, and a total of 16 appropriately credentialed and assigned classroom <i>teachers</i>, for students in grades 9-12 to provide instruction in all core subject areas: ELA, Math, Science, Social Studies and Physical Education, Designated ELD as part of the school’s base program, and Special Education. Students also take A-G required courses to include Foreign Language and VAPA. There is a focus on Digital Media Arts and Entertainment, with a career pathway.</p> <p>RWWNHS provide students with 180+ instructional days which exceeds CA state requirement of 175 instructional days.</p> <p>All teachers participate in 10 days of intensive Summer Professional Development, during the Annual Summer Teachers Conference, to prepare for the 2022-23 academic school year, and an additional 4 Pupil Free Days, “Data Days” during the academic year to focus on data analysis and planning following the administration of Interim Assessments. All teachers participate in weekly Professional Learning sessions held on Wednesdays, when the school has early release days. Therefore, a portion of salaries are being funded with LCFF S&C.</p>	\$1,550,686.25	[Y]

2	<p>Professional Learning and Instructional Coaching</p>	<p>The focus for the 2022-23 school year will be on meeting the academic and social emotional need of all learners through MTSS, Integrated ELD, accommodating SPED students in the general education classroom, content area literacy and collaboration, instructional pacing, Data-Driven Instruction, and furthering Instructional Goals. These goals were established based on 2021-22 Data, reflections of the 2021-22 LCAP, and a teacher needs assessment to evaluate the PD program. School leaders plan weekly professional learning in conjunction with the CAO with the goal of focus on broad areas for school and teacher improvement.</p> <p>Instructional Coaching</p> <p>The school will continue a partnership with the New Teacher Center (NTC) that began in 2021. NTC is working with the CAO and School leaders to improve systems for coaching, and train Principals and Assistant Principals in a framework to accelerate teacher practice through the development of Instructional Goals and Indicators. This process involved weekly classroom observations and debrief with feedback and accountability for implementation. The initiative includes ongoing collaboration with the leadership team at RWWNHS. For the 2022-23 school year, there will be a deeper implementation of the coaching framework and more focused support on teachers that require more coaching.</p> <p>The work with content experts has been highly effective and will continue into the 2022-23 school year with more emphasis on support for beginning and struggling teachers. We have continued our contract work with highly effective Science and Math Coaches, that provide monthly content team professional learning, bi-monthly PLC for lesson study and consultancy protocols around student work. Feedback that will guide the work this year is more support with instructional pacing and scaffolding for Multilingual Learners and SWD in the content area. ELA and HSS teachers engage with the CA Reading and Literature Project (CRLP) through Loyola Marymount. A professor from LMU also provides monthly PD, and protocol consultancy around student writing, in addition to supporting teachers in seamlessly integrating the ELD Standards through Integrated ELD. For 2022-23 CRLP will support teachers in writing instruction. All content area coaching begins in August at the Summer Teachers</p>	<p>\$100,327.00</p>	<p>[N]</p>
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		<p>Conference with three days of Instructional coaching/guided planning. Coaching will also be provided for CTE, funded through the CTEIG grant.</p> <p>In revisiting LCAP goals with the teaching staff, the need for more on-site coaching apart from contracted content coaches was identified. Teachers need support with using data sources/common assessments to adjust daily lessons, and tailor instruction for Multilingual Learners, SWD, and all students not meeting/exceeding standards through differentiation and grouping. The school will have a full-time Instructional Coach that will model lessons, plan with teachers, and provide daily coaching and feedback.</p> <p>Professional Learning</p> <p>Evidence-based, high impact professional learning is an integral component of our charter and educational model. As a small charter school, RWWNHS strives to maintain staff members who are fully committed to serving the students in our community, those furthest from opportunity. We firmly believe that high quality, frequent, evidence-based PD builds teacher and school leader capacity and promotes retention. Professional learning occurs during the Summer Teacher Conference, during weekly PD time (early release), and by sending leaders and teachers to outside conferences and workshops offered through LACOE and through other educational organizations. In order to provide more time for instructional planning and teacher collaboration, we have increased the number of Pupil-Free “Data Days” from two to four. This action was based on feedback from school leaders, wanting more time for teachers to hand-score (CAASP Interim Comprehensive Assessment (ICA), analyze NWEA MAP Data for the Fall and Winter Administration, and to use data more effectively to improve RTI, through Power Hour grouping, planning for intervention and re-teach, and progress monitoring.</p> <p>Teacher Induction</p> <p>To support teacher effectiveness and credential clearance, RWWNHS will reimburse <i>teacher induction expenses</i> for 2 teachers in the LACOE program. The LACOE Program and coaching for induction teachers provides an additional layer of support and increased retention in our schools.</p>		
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3	<p>Cohesive, Standards Aligned Core Curriculum</p>	<p>RWWNHS provides access and equity to core content learning through high quality, standards aligned, cohesive curriculum. While digital curriculum was used exclusively during distance learning, we are shifting to a combination of digital content and textbooks/consumables since we are fully in-person. CDE provides curriculum frameworks and instructional materials guidance which informs our decisions for implementing content standards. We will adopt new curriculum in alignment with new adoptions. Teacher input is used to make changes to a new curriculum.</p> <p>The following standards-aligned curriculum will be implemented with fidelity by teachers:</p> <ul style="list-style-type: none"> • EngageNY (Reading/Language Arts) • CPM (Math) • History Alive/TCI, (History/Social-Science) • STEMScopes (NGSS Science) • Cengage: Inside the USA, EDGE (Designated ELD) • Vista Learning: Senderos (Spanish) • Advanced Placement Textbooks <p>Supplemental curriculum supports these programs including but not limited to: Document Based Questions, Stanford Think Like a Historian, Open Sci, Achieve 3000, Actively Learn, IXL Math, Brain Pop, and class sets of novels.</p> <p>To provide equitable instruction, there is an inclusion of Culturally Responsive teaching in all content areas, and diversity in selection of themes, and authors, and a promotion of understanding and tolerance for differences in culture, background, religion and sexual orientation.</p> <p>Instructional Technology</p> <p>A benefit to distance learning was the ability to learn ways to use technology more effectively to impact student learning. Namely, the use of Google Classroom as the Learning Management System (LMS). The school is focused on closing the Digital Divide and provides 1-1 chrome books for all students. Given the constant use, there is predicted wear and tear on devices and chargers, so they need to be replaced and refurbished. There is an IT expert at our school</p>	\$53,398.00	[N]
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Action #	Title	Description	Total Funds	Contributing
		to support the technology program (shared with RWWNHS). The school began providing free internet through WIFI hot spots to households in need during the pandemic and continues this practice so that every student has access.		

Goal Analysis Goal Analysis

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

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

N/A

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

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

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

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

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

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

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

An explanation of why the LEA has developed this goal.

RWWNHS recognizes the critical academic and social emotional needs of high school students during challenging times. Upon return to in-person instruction following the pandemic, students exhibited learning and opportunity loss, isolation, anxiety and an increased need for behavioral supports. Providing a positive learning climate where students are equipped for success in College and Career are at the core of this goal The school will further MTSS including PBIS, which has proven successful but needs more refinement. There is an urgent need to meaningfully engage, inform, communicate and educate parents on strategies to monitor and support their child academically and social-emotionally, through increased parent events and workshops, with emphasis on family college awareness.

Measuring and Reporting Results

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
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1	<p>Promote Positive School Climate and Culture</p>	<p>RWWNHS will provide all students with opportunities to engage in learning opportunities outside of the classroom (field trips) to further enhance the learning process, deepen student engagement, and motivation. Opportunities will align with CTE and College and Career Readiness to expose students to career opportunities in Digital Media Arts, where people of color are generally underrepresented.</p> <p>RWWNHS school will implement the following to provide all students and staff with a safe, welcoming and positive learning environment that promotes student academic, social-emotional growth, and physical and mental well-being:</p> <ul style="list-style-type: none"> - Updated School Safety Plan - After School Program (After School All Stars) - Teacher-led clubs - College Access/College Match - Competitive Athletics (CIF) - College Visits (in-state and possibly out of state) - Student Award Assemblies and Celebrations - Weekly Whole School Meeting (Village Circle) - PBIS Events - Spirit Weeks, lunchtime and after school activities - Student Government Association (SGA) - Panorama School Climate and Culture Surveys Administered to staff, students & parents - Field trips and grade level trips - Meal service for all students - Senior graduation and related activities - Promise Time/Advisory activities and competitions - Civic Action Projects (CAP) - After School All Stars provides comprehensive after school programming - Work Study through the Coalition for Responsible Community Development (CCRD) and Jobs for Los Angeles Graduates (JLAG) <p>PBIS Cohort</p> <p>RWWNHS 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</p>	<p>\$143,098.00</p>	<p>[Y]</p>
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		<p>into Tier 2 with greater implementation. The PBIS team is facilitated by Teacher Leaders. The 2022-23 Team will advance school wide PBIS to decrease office referrals, focus on more positive interactions between and among students, and bullying prevention, including cyber bullying.</p> <p>MTSS</p> <p>RWWNHS/MS were awarded the CA MTSS Pathway. The CAO will serve as the LEA Coach, and school leaders will also complete the certification by March 2023. The goal of MTSS is to improve the constructs for school conditions and climate included relationships, connectedness, respect for cultural differences, and high expectations for student learning. Constructs for teaching and learning include well-maintained facilities, access to broad course of study, collaboration, professional learning, and empowerment through shared decision making. While the school implemented MTSS for the 2021-22 LCAP, the coaching will ensure that the goals and actions are on target for comprehensive MTSS that shapes school culture.</p> <p>School Social Worker/Social Work Interns and Supervisor</p> <p>ESSER funding provided personnel for a mental health team. The provision of mental health services through individual and group counseling and referrals to outside agencies such as Wellnest. In 2021-22, a full-time School Social Worker was hired to serve the need. His work will extend into the 2022-23 year, as he creates more opportunities to address mental health with students and families. The school has a partnership with the Dworak-Peck school of Social Work at the University of Southern California. This partnership provides two social work interns working under a licensed and highly experienced supervisor, to help the school address 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>Considering the recent tragic events relating to school shootings, the team will expand outreach to students and families, to focus on male students and remove the stigma around mental health supports, and encouraging students and families in need to get the support they need.</p>		
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		<p>Trauma Informed Practice Training</p> <p>Input from school staff underscores the need for more training around Trauma Informed Practice. We will engage LACOE and other outside agencies for this training during the school year.</p> <p>Clubs, After School Programs, and Extracurricular Activities</p> <p>RWWNHS 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 5:00 PM. The All-Stars Program Coordinator is present at the school daily, and there is seamless integration between the school and program. 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> <p>Extracurricular activities are offered so students feel connected and have a holistic high school experience of strong academics and social emotional support, despite the circumstance of two small, split campuses.</p> <p>Teachers sponsor after school clubs based on student interest. There is also an active School Newspaper that promotes interest in writing, reporting and future careers in journalism, focused on student selected relevant topics that further social justice.</p> <p>Student Government Association (SGA) plans dances, spirit weeks, and other events, Students will be attending outside leadership conferences during the year. SGA also participates in community service projects.</p> <p>There are programs offered through partnerships including <i>Just Keep Livin'</i> (Health and Wellness), <i>College Match</i> (after school college access and support weekly), and CTE related activities with industry professionals.</p> <p>Senior Capstone Project</p>	
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Action #	Title	Description	Total Funds	Contributing
		<p>All graduating seniors are required to complete and present a Senior Capstone Project in June. The first annual Capstone projects were presented in June 2021 by outgoing seniors. For the 2022-23 school year, Capstone evolve as a signature practice of the school, in alignment with College and Career and CTE goals. This is included in our charter petition as part of our model and is a Measurable Pupil Outcome. Capstone will be a multifaceted assignment that serves as a culminating academic and intellectual experience for seniors. Capstone projects may take a wide variety of forms, but will include Digital Media Arts competency, a year-long reflection of high school and post-secondary plans that will culminate in a final project and presentation for a public audience. Capstone will be coordinated by a teacher and will be a component of the Promise Time structure.</p> <p>State Seal of Civic Engagement</p> <p>Through a partnership with the Constitutional Rights Foundation, all teachers are trained in implementing the Civic Action Project (CAP) during Advisory. The school launched CAP in 2021 and some students attended a CAP Expo to discuss their projects. The charter identifies Civics Education as a focus area, including respectful discourse. Our goal is to prepare all students to earn the State Seal of Civic Engagement upon graduation from high school. Teachers and students will build upon CAP projects in the upcoming year, and annual presentations to a public audience will be a signature practice.</p>		

2	<p>Meaningfully Engage Families through Increased Participation, Input and Shared-Decision Making</p>	<p>Meaningful parent engagement is still an area of need. During school closure for COVID, all family engagement via parent meetings was through zoom. While the campus was open for in-person learning, there is still not the level of desired attendance and participation, despite providing opportunities both in-person and virtually. The need for greater participation is a major goal for the upcoming year.</p> <p>Parental input is elicited in various ways, and the amount of input is a Measurable Pupil Outcome. Opportunities for parent input and shared decision-making takes place through the following: English Language Advisory Committee (ELAC), DELAC, & EL Parent Advisory Committee (EL-PAC) CA EC 52062(a)(2) Parent Advisory Committee (PAC) per CA EC 52062(a)(1).</p> <p>A part-time, Parent Coordinator has supported communication, information and opportunities for families/caregivers. These opportunities will expand beginning with family events planned for Summer 2021. There will be offerings for citizenship and ESL classes through a partnership with East LA Community College (ELAC). The school will also provide outreach to Black Parents through a series of workshops and events. A series college planning, awareness, and financial aid workshops will be planned and implemented by college counselors.</p> <p>RWWNHS will provide all parents including those of unduplicated students, and SWD with numerous opportunities to engage as partners in their child’s education. To keep families up to date on school events, promote parent engagement and participation, our school’s website has been improved, and will undergo more improvement to make it more up to date, parent friendly and interactive. Parent Square is the primary way that the school communicates with families to provide ongoing communication through emails and texts regarding all school reminders, activities and events. A goal for this year is to expand social media presence for communication, outreach and student recruitment.</p> <p>Parents have access to <i>PowerSchool parent portal</i> where they can view their child’s academic grades, coursework completion, attendance and communicate</p>	\$63,787.90	[Y]
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Action #	Title	Description	Total Funds	Contributing
		<p>with school staff. Power School is the SIS system that houses all student grades, attendance data and other documentation. Parents/guardians will be surveyed annually to measure satisfaction and seek input on the school’s LCAP, and our educational program.</p> <p>Monthly Parent Town Hall Meetings are held, in-person with virtual links provided. During the 2021 School year, PTH meetings were used to engage parents in the school community and provide input to inform LCAP. The goal for 2022-23 is for more parents to attend monthly meetings and gather more input to inform our educational program.</p>		

Action #	Title	Description	Total Funds	Contributing
3	Safe and Well-Maintained School Facilities Conducive to Student Learning	<p>RWWNHS is located on split campuses. For the 2022-23 school year, grades 9-11 will be housed at a private school site with ample classroom and yard space in the city of Bell, CA (Blue Site). Recruitment in the area is expected to grow for 2022-23 and beyond. The school is clean, safe, and conducive to learning. There is yard space for nutrition/lunch, physical education and sports practice.</p> <p>Grade 12 will be housed at the Senior Academy (Saber Site) in South Los Angeles at a private church site. The site is also clean and well maintained.</p> <p>Since many students reside in South LA, there us daily bus transportation to and from school, from the Saber to Blue Site. There is an early bus and late bus that allows students to remain on campus for after school activities.</p> <p>To maintain a safe school environment, RWWNHS employs 2 <i>campus safety aides, 1 per site</i>. All staff participates in <i>Safe Schools training</i> in August and to include student training materials (bullying, school climate, health protocols).</p> <p>RWWNHS strives to provide all students and staff with a safe and clean school facility site and adheres to all state and local county health department guidelines in the prevention of COVID, and purchase of PPE supplies. Annually, our school administers an annual Facility Inspection Tool (FIT) report and will address any issues/findings. There is one custodian per campus. Clean, well-organized classrooms that are conducive to learning are 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 safely is paramount to the physical and emotional well-being of students. Safety is always our primary concern and we will continue our partnerships with local law enforcement, and will remain vigilant and proactive in monitoring the campus and surrounding area.</p>	\$1,066,024	[N]

Goal Analysis for 2022-23

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

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

NA

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

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

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

The need to support social learning and mental health remains great and requires continued attention. Meaningful family engagement is an area identified for growth, and the school plans to expand opportunities for parental participation this year. Student and family engagement must be increased as a means of improving attendance/decreasing chronic absenteeism and growing enrollment through the realization of a comprehensive high school experience. There will be a greater emphasis on CTE and a clear pathway with focus on Digital Media Arts and Entertainment.

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

Continued focus on reinforcing and improving school safety will require additional campus aids and possible improvements to the campus.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$913,330	\$107,769

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
38.93%	0	0	38.93%

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 High School’s goals for Unduplicated Pupils (UP), as identified upon completing a Comprehensive Needs Assessment. After assessing the needs, conditions, and circumstances of our English Learners, low-income and Foster Youth students, we learned that they lacked foundational literacy and math skills, and the detrimental impacts of distance learning has exacerbated learning loss. Over 50% of our students are reading 4 or more years below grade level. In order to address this issue and the underlying issues, RWWNHS will administer NWEA MAP assessments as universal screeners aligned to its Multi-tiered System of Supports (MTSS); and provide tiered academic support built into the instructional day and offered after-school, that include the following actions that will be effective in meeting the goals for Unduplicated Pupils.

- Goal 1, Action 2, Academic Intervention Programs
- Goal 1, Action 4, Multilingual Learner Support
- Goal 2, Action 1: Longer school day, longer school year
- Goal 2, Action 2: Professional development/coaching to build teacher capacity
- Goal 2, Action 3: Closing the digital divide

- Goal 3, Action 1: Promoting a positive school culture and climate
- Goal 3, Action 2: Parent education workshops; and strategies to promote parent engagement & participation
- Goal 3, Action 3: School Safety

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

The services provided and outlined in the 2022-34 LCAP are increased and improved by at least the percentage outlined 33.79% compared to the services provided for all students. Services are both increased and improved as outlined in this LCAP.

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

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

RWWNHS offers a Summer Intervention Program to address unfinished learning and ELA/Math gaps, and Credit Recovery through Apex. 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 Principal, Assistant Principal and lead teachers will support 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 next tier.

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

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

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

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

Please see RWWN HS FY 22-23 LCAP tab, Column H for all S&C funded items

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		33.71
Staff-to-student ratio of certificated staff providing direct services to students		9.08

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 3,069,815	\$ 347,696	\$ 189,742	\$ 422,255	4,029,508	\$ 2,644,768	\$ 1,384,739

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Implement Multiple Assessments to Monitor	All	\$ 3,461				\$ 3,461
1	2	Addressing Academic Needs to Accelerate	All	\$ -				\$ -
1	2	Addressing Academic Needs to Accelerate	All	\$ -			\$ 37,477	\$ 37,477
1	2	Addressing Academic Needs to Accelerate	All	\$ 8,517				\$ 8,517
1	2	Addressing Academic Needs to Accelerate	All	\$ 31,878				\$ 31,878
1	2	Addressing Academic Needs to Accelerate	All	\$ -			\$ 50,000	\$ 50,000
1	3	Implementation of Supplemental Curriculum	All	\$ -				\$ -
1	3	Implementation of Supplemental Curriculum	All	\$ -			\$ 9,604	\$ 9,604
1	3	Implementation of Supplemental Curriculum	All	\$ 13,273			\$ 10,000	\$ 23,273
1	3	Implementation of Supplemental Curriculum	All	\$ -			\$ -	\$ -
1	3	Implementation of Supplemental Curriculum	All	\$ -			\$ 1,193	\$ 1,193
1	4	Strengthen Multilingual Learner Programs	EL	\$ -				\$ -
1	4	Strengthen Multilingual Learner Programs	EL	\$ -			\$ 82,400	\$ 82,400
1	4	Strengthen Multilingual Learner Programs	EL	\$ 6,840			\$ 13,760	\$ 20,600
1	4	Strengthen Multilingual Learner Programs	EL	\$ -			\$ 1,509	\$ 1,509
1	4	Strengthen Multilingual Learner Programs	EL	\$ -				\$ -
1	5	Services to Support Students with Disabilities	SWD	\$ -				\$ -
1	5	Services to Support Students with Disabilities	SWD	\$ -		\$ 15,000		\$ 15,000
1	5	Services to Support Students with Disabilities	SWD	\$ -		\$ 21,500		\$ 21,500
1	5	Services to Support Students with Disabilities	SWD	\$ -		\$ 44,805		\$ 44,805
1	5	Services to Support Students with Disabilities	SWD	\$ 257,077		\$ 26,373		\$ 283,450
1	6	Broad Course of Study, College and Career	All	\$ -				\$ -
1	6	Broad Course of Study, College and Career	All	\$ 62,503				\$ 62,503
1	6	Broad Course of Study, College and Career	All	\$ -	\$ 70,308			\$ 70,308
1	6	Broad Course of Study, College and Career	All	\$ 69,010				\$ 69,010
1	6	Broad Course of Study, College and Career	All	\$ 650				\$ 650
1	6	Broad Course of Study, College and Career	All	\$ 4,370				\$ 4,370
1	6	Broad Course of Study, College and Career	All	\$ 2,000				\$ 2,000
1	6	Broad Course of Study, College and Career	All	\$ -				\$ -
1	6	Broad Course of Study, College and Career	All	\$ 2,387				\$ 2,387
1	6	Broad Course of Study, College and Career	All	\$ 6,688				\$ 6,688
1	6	Broad Course of Study, College and Career	All	\$ 1,396				\$ 1,396
2	1	School Leaders and Teachers to Support	All	\$ -				\$ -
2	1	School Leaders and Teachers to Support	All	\$ -				\$ -
2	1	School Leaders and Teachers to Support	All	\$ -				\$ -
2	1	School Leaders and Teachers to Support	All	\$ -				\$ -
2	1	School Leaders and Teachers to Support	All	\$ -				\$ -
2	1	School Leaders and Teachers to Support	All	\$ -				\$ -
2	1	School Leaders and Teachers to Support	All	\$ -				\$ -
2	1	School Leaders and Teachers to Support	All	\$ -				\$ -
2	1	School Leaders and Teachers to Support	All	\$ -				\$ -
2	1	School Leaders and Teachers to Support	All	\$ -				\$ -
2	1	School Leaders and Teachers to Support	All	\$ -				\$ -
2	1	School Leaders and Teachers to Support	All	\$ -				\$ -
2	1	School Leaders and Teachers to Support	All	\$ 1,240,549				\$ 1,240,549
2	1	School Leaders and Teachers to Support	All	\$ 310,137				\$ 310,137
2	2	Professional Learning and Instructional	All	\$ -				\$ -
2	2	Professional Learning and Instructional	All	\$ -			\$ 18,900	\$ 18,900
2	2	Professional Learning and Instructional	All	\$ -			\$ 10,500	\$ 10,500
2	2	Professional Learning and Instructional	All	\$ -			\$ 14,910	\$ 14,910
2	2	Professional Learning and Instructional	All	\$ -			\$ 26,250	\$ 26,250
2	2	Professional Learning and Instructional	All	\$ -				\$ -
2	2	Professional Learning and Instructional	All	\$ 20,000				\$ 20,000
2	2	Professional Learning and Instructional	All	\$ -			\$ 9,767	\$ 9,767
2	3	Cohesive, Standards Aligned Core Curriculum	All	\$ -				\$ -
2	3	Cohesive, Standards Aligned Core Curriculum	All	\$ 7,159				\$ 7,159
2	3	Cohesive, Standards Aligned Core Curriculum	All	\$ -			\$ 1,067	\$ 1,067
2	3	Cohesive, Standards Aligned Core Curriculum	All	\$ 5,000				\$ 5,000
2	3	Cohesive, Standards Aligned Core Curriculum	All	\$ -				\$ -
2	3	Cohesive, Standards Aligned Core Curriculum	All	\$ 500				\$ 500
2	3	Cohesive, Standards Aligned Core Curriculum	All	\$ 1,509				\$ 1,509
2	3	Cohesive, Standards Aligned Core Curriculum	All	\$ 10,975				\$ 10,975
2	3	Cohesive, Standards Aligned Core Curriculum	All	\$ 5,000				\$ 5,000
2	3	Cohesive, Standards Aligned Core Curriculum	All	\$ -			\$ 3,663	\$ 3,663
2	3	Cohesive, Standards Aligned Core Curriculum	All	\$ 10,000			\$ 25,000	\$ 35,000
3	1	Promote Positive School Climate and Culture	All	\$ -				\$ -
3	1	Promote Positive School Climate and Culture	All	\$ 4,750				\$ 4,750
3	1	Promote Positive School Climate and Culture	All	\$ -			\$ 3,415	\$ 3,415
3	1	Promote Positive School Climate and Culture	All	\$ 15,593			\$ -	\$ 15,593
3	1	Promote Positive School Climate and Culture	All	\$ -			\$ 64,272	\$ 64,272
3	1	Promote Positive School Climate and Culture	All	\$ -			\$ 16,068	\$ 16,068
3	1	Promote Positive School Climate and Culture	All	\$ 10,000				\$ 10,000
3	1	Promote Positive School Climate and Culture	All	\$ 2,000				\$ 2,000
3	1	Promote Positive School Climate and Culture	All	\$ 12,000				\$ 12,000
3	1	Promote Positive School Climate and Culture	All	\$ -				\$ -

3	1	Promote Positive School Climate and Cult All	\$ -				\$ -
3	1	Promote Positive School Climate and Cult All	\$ 12,000				\$ 12,000
3	1	Promote Positive School Climate and Cult All	\$ 3,000				\$ 3,000
3	2	Meaningfully Engage Families through Inc All	\$ -				\$ -
3	2	Meaningfully Engage Families through Inc All	\$ 41,238				\$ 41,238
3	2	Meaningfully Engage Families through Inc All	\$ 10,310				\$ 10,310
3	2	Meaningfully Engage Families through Inc All	\$ 3,909				\$ 3,909
3	2	Meaningfully Engage Families through Inc All	\$ 3,331				\$ 3,331
3	2	Meaningfully Engage Families through Inc All	\$ 5,000				\$ 5,000
3	3	Safe and Well-Maintained School Facilitie All	\$ -				\$ -
3	3	Safe and Well-Maintained School Facilitie All	\$ 67,620				\$ 67,620
3	3	Safe and Well-Maintained School Facilitie All	\$ 16,905				\$ 16,905
3	3	Safe and Well-Maintained School Facilitie All	\$ 142,391				\$ 142,391
3	3	Safe and Well-Maintained School Facilitie All	\$ 270,000				\$ 270,000
3	3	Safe and Well-Maintained School Facilitie All	\$ 2,000				\$ 2,000
3	3	Safe and Well-Maintained School Facilitie All	\$ 271,112	\$ 273,996			\$ 545,108
3	3	Safe and Well-Maintained School Facilitie All	\$ -			\$ 10,000	\$ 10,000
3	3	Safe and Well-Maintained School Facilitie All	\$ 12,000				\$ 12,000
3	3	Safe and Well-Maintained School Facilitie All	\$ -				\$ -

Annual Update Table Year 1

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:	\$ 3,533,621	\$ 3,211,071

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
1	1	MEASURING STUDENT PROGRESS – ASSE	y	\$ 2,900	\$ 2,900
1	2	ADDRESSING ACADEMIC NEEDS TO ACCE	y	\$ 16,335	\$ 19,505
1	2	ADDRESSING ACADEMIC NEEDS TO ACCE	y	\$ 700	\$ 585
1	2	ADDRESSING ACADEMIC NEEDS TO ACCE	y	\$ 1,794	\$ 3,565
1	2	ADDRESSING ACADEMIC NEEDS TO ACCE	y	\$ 2,250	\$ 2,388
1	2	ADDRESSING ACADEMIC NEEDS TO ACCE	y	\$ 7,138	\$ -
1	2	ADDRESSING ACADEMIC NEEDS TO ACCE	n	\$ 90,000	\$ 90,773
1	2	ADDRESSING ACADEMIC NEEDS TO ACCE	n	\$ 18,000	\$ 22,693
1	2	ADDRESSING ACADEMIC NEEDS TO ACCE	n	\$ 31,804	\$ 34,107
1	2	ADDRESSING ACADEMIC NEEDS TO ACCE	n	\$ 6,361	\$ 5,113
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHA	y	\$ 2,797	\$ 2,798
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHA	y	\$ 4,500	\$ 5,796
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHA	y	\$ 14,850	\$ 15,730
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHA	n	\$ -	\$ -
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHA	y	\$ 77,250	\$ 78,814
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHA	y	\$ 15,450	\$ 19,704
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHA	n	\$ 70,000	\$ 26,000
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHA	n	\$ 14,000	\$ 6,500
1	4	STRENGTHENING EL PROGRAM & SERVIC	n	\$ 60,683	\$ -
1	4	STRENGTHENING EL PROGRAM & SERVIC	n	\$ 34,960	\$ 34,151
1	4	STRENGTHENING EL PROGRAM & SERVIC	n	\$ 34,960	\$ 32,256
1	4	STRENGTHENING EL PROGRAM & SERVIC	n	\$ 34,058	\$ 30,571
1	4	STRENGTHENING EL PROGRAM & SERVIC	n	\$ 34,960	\$ 12,051
1	4	STRENGTHENING EL PROGRAM & SERVIC	n	\$ 39,924	\$ 48,009.30
1	4	STRENGTHENING EL PROGRAM & SERVIC	y	\$ 3,615	\$ -
1	4	STRENGTHENING EL PROGRAM & SERVIC	y	\$ 1,000	\$ -
1	5	SERVICES TO SUPPORT SWD	y	\$ 45,000	\$ 31,636
1	5	SERVICES TO SUPPORT SWD	n	\$ 63,718	\$ 63,722
1	5	SERVICES TO SUPPORT SWD	n	\$ 60,683	\$ 1,084
1	5	SERVICES TO SUPPORT SWD	y	\$ 60,683	\$ -
1	5	SERVICES TO SUPPORT SWD	n	\$ 9,240	\$ 15,367
1	5	SERVICES TO SUPPORT SWD	n	\$ 32,163	\$ 34,308
1	5	SERVICES TO SUPPORT SWD	y	\$ 54,297	\$ 29,223
1	5	SERVICES TO SUPPORT SWD	y	\$ 196,431	\$ 345,361
1	5	SERVICES TO SUPPORT SWD	n	\$ 41,200	\$ 30,226
1	5	SERVICES TO SUPPORT SWD	n	\$ 8,240	\$ 7,557
1	6	PROMOTING A COLLEGE-GOING CULTURE	y	\$ 60,683	\$ 60,202
1	6	PROMOTING A COLLEGE-GOING CULTURE	y	\$ 60,683	\$ 28,613
1	6	PROMOTING A COLLEGE-GOING CULTURE	n	\$ 60,683	\$ 60,686
1	6	PROMOTING A COLLEGE-GOING CULTURE	y	\$ 76,000	\$ 71,205
1	6	PROMOTING A COLLEGE-GOING CULTURE	y	\$ 39,473	\$ 44,141
1	6	PROMOTING A COLLEGE-GOING CULTURE	n	\$ 33,120	\$ -
1	6	PROMOTING A COLLEGE-GOING CULTURE	n	\$ 62,560	\$ -
1	6	PROMOTING A COLLEGE-GOING CULTURE	n	\$ 19,136	\$ -
1	6	PROMOTING A COLLEGE-GOING CULTURE	n	\$ 600	\$ -
1	6	PROMOTING A COLLEGE-GOING CULTURE	n	\$ 4,370	\$ 1,655
1	6	PROMOTING A COLLEGE-GOING CULTURE	n	\$ 700	\$ 1,180
1	6	PROMOTING A COLLEGE-GOING CULTURE	n	\$ -	\$ -
1	6	PROMOTING A COLLEGE-GOING CULTURE	n	\$ 2,000	\$ -
1	6	PROMOTING A COLLEGE-GOING CULTURE	n	\$ 5,605	\$ -
1	6	PROMOTING A COLLEGE-GOING CULTURE	n	\$ 1,170	\$ -
2	1	ADMIN & EDUCATORS THAT SUPPORT THE	y	\$ 108,150	\$ 108,150
2	1	ADMIN & EDUCATORS THAT SUPPORT THE	y	\$ 60,683	\$ 60,686
2	1	ADMIN & EDUCATORS THAT SUPPORT THE	y	\$ 60,683	\$ 60,686
2	1	ADMIN & EDUCATORS THAT SUPPORT THE	y	\$ 60,683	\$ 60,079
2	1	ADMIN & EDUCATORS THAT SUPPORT THE	y	\$ 61,862	\$ 61,864
2	1	ADMIN & EDUCATORS THAT SUPPORT THE	y	\$ 61,862	\$ 61,595
2	1	ADMIN & EDUCATORS THAT SUPPORT THE	y	\$ 63,718	\$ 63,722

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2	1	ADMIN & EDUCATORS THAT SUPPORT THE	y	\$	72,459	\$	72,459
2	1	ADMIN & EDUCATORS THAT SUPPORT THE	y	\$	62,504	\$	62,504
2	1	ADMIN & EDUCATORS THAT SUPPORT THE	y	\$	62,504	\$	62,504
2	1	ADMIN & EDUCATORS THAT SUPPORT THE	y	\$	63,718	\$	63,722
2	1	ADMIN & EDUCATORS THAT SUPPORT THE	y	\$	63,718	\$	63,722
2	1	ADMIN & EDUCATORS THAT SUPPORT THE	y	\$	60,683	\$	61,198
2	1	ADMIN & EDUCATORS THAT SUPPORT THE	y	\$	60,683	\$	60,686
2	1	ADMIN & EDUCATORS THAT SUPPORT THE	y	\$	184,782	\$	230,894
2	2	PROFESSIONAL DEVELOPMENT	n	\$	25,000	\$	5,104
2	2	PROFESSIONAL DEVELOPMENT	y	\$	17,250	\$	14,225
2	2	PROFESSIONAL DEVELOPMENT	n	\$	10,000	\$	12,100
2	2	PROFESSIONAL DEVELOPMENT	y	\$	15,300	\$	16,726
2	2	PROFESSIONAL DEVELOPMENT	n	\$	-	\$	-
2	2	PROFESSIONAL DEVELOPMENT	n	\$	-	\$	-
2	2	PROFESSIONAL DEVELOPMENT	n	\$	-	\$	-
2	2	PROFESSIONAL DEVELOPMENT	n	\$	8,000	\$	4,500
2	2	PROFESSIONAL DEVELOPMENT	n	\$	15,000	\$	-
2	3	CORE CURRICULAR PROGRAM NEEDS	y	\$	7,000	\$	-
2	3	CORE CURRICULAR PROGRAM NEEDS	y	\$	4,700	\$	5,440
2	3	CORE CURRICULAR PROGRAM NEEDS	y	\$	894	\$	867
2	3	CORE CURRICULAR PROGRAM NEEDS	y	\$	3,000	\$	700
2	3	CORE CURRICULAR PROGRAM NEEDS	y	\$	1,000	\$	2,001
2	3	CORE CURRICULAR PROGRAM NEEDS	y	\$	4,000	\$	375
2	3	CORE CURRICULAR PROGRAM NEEDS	y	\$	1,000	\$	1,509
2	3	CORE CURRICULAR PROGRAM NEEDS	y	\$	1,495	\$	-
2	3	CORE CURRICULAR PROGRAM NEEDS	y	\$	1,265	\$	782
2	4	CLOSING THE DIGITAL DIVIDE	n	\$	-	\$	-
2	4	CLOSING THE DIGITAL DIVIDE	n	\$	3,000	\$	3,474
2	4	CLOSING THE DIGITAL DIVIDE	n	\$	3,750	\$	1,263
2	4	CLOSING THE DIGITAL DIVIDE	n	\$	25,500	\$	22,049
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, S	y	\$	1,250	\$	1,250
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, S	y	\$	5,600	\$	6,397
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, S	n	\$	33,120	\$	27,624
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, S	n	\$	6,624	\$	6,906
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, S	n	\$	429	\$	-
3	2	PARENT INPUT IN DECISION-MAKING	n	\$	-	\$	-
3	3	OPPORTUNITIES PROVIDED TO SUPPORT	n	\$	-	\$	-
3	3	OPPORTUNITIES PROVIDED TO SUPPORT	y	\$	5,000	\$	1,500
3	3	OPPORTUNITIES PROVIDED TO SUPPORT	y	\$	3,202	\$	4,127
3	4	MAINTAINING SAFE & CLEAN SCHOOL FAC	n	\$	553,820	\$	581,435
3	4	MAINTAINING SAFE & CLEAN SCHOOL FAC	n	\$	10,000	\$	941
3	4	MAINTAINING SAFE & CLEAN SCHOOL FAC	n	\$	16,000	\$	10,178
3	4	MAINTAINING SAFE & CLEAN SCHOOL FAC	n	\$	24,000	\$	4,950

Annual Update Table Year 1

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:	\$ 1,924,479	\$ 1,972,538

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
1	1	MEASURING STUDENT PROGRESS – ASSE	y	\$ 2,900	\$ 2,900
1	2	ADDRESSING ACADEMIC NEEDS TO ACCE	y	\$ 16,335	\$ 19,505
1	2	ADDRESSING ACADEMIC NEEDS TO ACCE	y	\$ 700	\$ 585
1	2	ADDRESSING ACADEMIC NEEDS TO ACCE	y	\$ 1,794	\$ 3,565
1	2	ADDRESSING ACADEMIC NEEDS TO ACCE	y	\$ 2,250	\$ 2,388
1	2	ADDRESSING ACADEMIC NEEDS TO ACCE	y	\$ 7,138	\$ -
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHA	y	\$ 2,797	\$ 2,798
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHA	y	\$ 4,500	\$ 5,796
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHA	y	\$ 14,850	\$ 15,730
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHA	y	\$ 77,250	\$ 78,814
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHA	y	\$ 15,450	\$ 19,704
1	4	STRENGTHENING EL PROGRAM & SERVICI	y	\$ 3,615	\$ -
1	4	STRENGTHENING EL PROGRAM & SERVICI	y	\$ 1,000	\$ -
1	5	SERVICES TO SUPPORT SWD	y	\$ 45,000	\$ 31,636
1	5	SERVICES TO SUPPORT SWD	y	\$ 60,683	\$ -
1	5	SERVICES TO SUPPORT SWD	y	\$ 54,297	\$ 29,223
1	5	SERVICES TO SUPPORT SWD	y	\$ 196,431	\$ 345,361
1	6	PROMOTING A COLLEGE-GOING CULTURE	y	\$ 60,683	\$ 60,202
1	6	PROMOTING A COLLEGE-GOING CULTURE	y	\$ 60,683	\$ 28,613
1	6	PROMOTING A COLLEGE-GOING CULTURE	y	\$ 76,000	\$ 71,205
1	6	PROMOTING A COLLEGE-GOING CULTURE	y	\$ 39,473	\$ 44,141
2	1	ADMIN & EDUCATORS THAT SUPPORT THE	y	\$ 108,150	\$ 108,150
2	1	ADMIN & EDUCATORS THAT SUPPORT THE	y	\$ 60,683	\$ 60,686
2	1	ADMIN & EDUCATORS THAT SUPPORT THE	y	\$ 60,683	\$ 60,686
2	1	ADMIN & EDUCATORS THAT SUPPORT THE	y	\$ 60,683	\$ 60,079
2	1	ADMIN & EDUCATORS THAT SUPPORT THE	y	\$ 61,862	\$ 61,864
2	1	ADMIN & EDUCATORS THAT SUPPORT THE	y	\$ 61,862	\$ 61,595
2	1	ADMIN & EDUCATORS THAT SUPPORT THE	y	\$ 63,718	\$ 63,722
2	1	ADMIN & EDUCATORS THAT SUPPORT THE	y	\$ 72,459	\$ 72,459
2	1	ADMIN & EDUCATORS THAT SUPPORT THE	y	\$ 62,504	\$ 62,504
2	1	ADMIN & EDUCATORS THAT SUPPORT THE	y	\$ 62,504	\$ 62,504
2	1	ADMIN & EDUCATORS THAT SUPPORT THE	y	\$ 63,718	\$ 63,722
2	1	ADMIN & EDUCATORS THAT SUPPORT THE	y	\$ 63,718	\$ 63,722
2	1	ADMIN & EDUCATORS THAT SUPPORT THE	y	\$ 60,683	\$ 61,198
2	1	ADMIN & EDUCATORS THAT SUPPORT THE	y	\$ 60,683	\$ 60,686
2	1	ADMIN & EDUCATORS THAT SUPPORT THE	y	\$ 184,782	\$ 230,894
2	2	PROFESSIONAL DEVELOPMENT	y	\$ 17,250	\$ 14,225
2	2	PROFESSIONAL DEVELOPMENT	y	\$ 15,300	\$ 16,726
2	3	CORE CURRICULAR PROGRAM NEEDS	y	\$ 7,000	\$ -
2	3	CORE CURRICULAR PROGRAM NEEDS	y	\$ 4,700	\$ 5,440
2	3	CORE CURRICULAR PROGRAM NEEDS	y	\$ 894	\$ 867
2	3	CORE CURRICULAR PROGRAM NEEDS	y	\$ 3,000	\$ 700
2	3	CORE CURRICULAR PROGRAM NEEDS	y	\$ 1,000	\$ 2,001
2	3	CORE CURRICULAR PROGRAM NEEDS	y	\$ 4,000	\$ 375
2	3	CORE CURRICULAR PROGRAM NEEDS	y	\$ 1,000	\$ 1,509
2	3	CORE CURRICULAR PROGRAM NEEDS	y	\$ 1,495	\$ -
2	3	CORE CURRICULAR PROGRAM NEEDS	y	\$ 1,265	\$ 782
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, S	y	\$ 1,250	\$ 1,250
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, S	y	\$ 5,600	\$ 6,397
3	3	OPPORTUNITIES PROVIDED TO SUPPORT	y	\$ 5,000	\$ 1,500
3	3	OPPORTUNITIES PROVIDED TO SUPPORT	y	\$ 3,202	\$ 4,127