

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
<b>Russell Westbrook Why Not? High School</b>	<b>Donna Jacobson, Chief Academic Officer</b>	<a href="mailto:donnaj@lapromisefund.org">donnaj@lapromisefund.org</a> (213) 745-4928

Plan Summary 2022-23

## General Information

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

Russell Westbrook Why Not? 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**

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

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

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

<b>SSC/PAC</b>	<b>TOPIC</b>	<b>METHOD</b>
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 9<sup>th</sup> 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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Reclassification Rate	11%	Pending			20%
% 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	<b>Implement Multiple Assessments to Monitor Student Growth and Progress</b>	<p><b>Assessments</b> 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><b>NWEA MAP Growth Assessments for ELA (Reading and Language), Mathematics, and Science</b></p> <ul style="list-style-type: none"> <li>Administered in August (Baseline), November (Fall/Interim #1) and March (Spring/Interim #2)</li> </ul> <p><b>State-Mandated Assessments:</b></p> <ul style="list-style-type: none"> <li>ELPAC (Initial, Summative, Alternative)</li> <li>CAASPP (ELA and Math) Grade 11</li> <li>CA Science Test (CAST), to be taken junior or senior year</li> <li>Physical Fitness Test (PFT), Grade 9</li> </ul> <p><b>Lexile Reading Level Assessments (through Achieve 3000)</b></p> <ul style="list-style-type: none"> <li>Administered in August (Baseline), January (Mid-Year) and June (End of Year)</li> </ul> <p><b>Other forms of assessment include:</b></p> <ul style="list-style-type: none"> <li>End of Unit Tests (included in curriculum)</li> <li>Formative Assessments (daily)</li> <li>Teacher Created Assessments</li> <li>Student Projects and Presentations</li> </ul>	<b>\$3,461</b>	<b>[Y]</b>

2	<p><b>Addressing Academic Needs to Accelerate Learning through Staffing and Intervention Programs</b></p>	<p>Raising academic achievement in ELA &amp; Mathematics is a top priority. Our students have experienced significant unfinished learning 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 11<sup>th</sup> grade CAASPP for 2020 and 2021, there was not data to inform the College and Career Indicator for the CA Dashboard.</p> <p><b>Power Hour</b></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>	\$148,341.50	[Y]
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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 Team English Learners.</p> <p><b>Credit Recovery</b>  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><b>Reading Intervention Program</b>  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><b>Summer School and After School Tutoring/Intervention</b></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 10-12<sup>th</sup> 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><b>Instructional Aides</b>  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"> <li>● Apex Credit Recovery</li> <li>● Achieve 3000</li> <li>● Actively Learn</li> <li>● IXL Math</li> <li>● Brain Pop</li> <li>● Rosetta Stone (for Multilingual Learners)</li> <li>● English Learner Academic Toolkit (Kate Kinsella)</li> <li>● Grade Level Appropriate Novels, high interest/low ability books, supplemental reading materials</li> <li>● Open Sci</li> </ul>	\$34,070.00	[Y]

4	<p><b>Strengthen Multilingual Learner Programs and Services</b></p>	<p>RWWNHS employs an <b>ELD teacher</b> 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
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Action #	Title	Description	Total Funds	Contributing

5	<b>Services to Support Students with Disabilities</b>	<p>RWWNHS is part of the LACOE SELPA. The <b>SPED Coordinator</b> (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, <b>staffing and contracted services</b>. Our SPED program provides improved outcomes and closes the achievement gap for students with disabilities, and coordinates, designs, and provides for specialized and age-appropriate programs, services and supports for students. Program services will include providing Special education teachers, Instructional aides and support staff.</p> <p>The SPED Team is comprised of the SPED Coordinator, 2 RSTs, 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>	<b>\$446,818.75</b>	Y
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		<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> <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>		
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6	<p><b>Broad Course of Study, College and Career, and Career Technical Education</b></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 &amp; Entertainment, Engineering &amp; Tech, Business, Government/Non-Profit/Philanthropy, and Healthcare &amp; Medical Technology.</p>	\$294,471.25	Y
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		<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 infections (STIs). The PE Teacher uses Teen Talk, an approved curriculum through LACOE, and attends an annual training.</p> <p><b>Promise Time/Advisory</b></p> <p>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 <i>Summer Teachers Conference</i> in August 2022 During the Summer Teachers Conference. A stronger emphasis on College and Career awareness will be spearheaded by college counselors.</p> <p><b>College and Career</b></p> <p>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.</p>		
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Action #	Title	Description	Total Funds	Contributing
		<p>RWWNHS provides students with <b>(2) College Counselors</b>, 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.</p> <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	<p><i>Provide educators with high quality professional learning aligned with Instructional Goals, that is differentiated to meet the needs of educators, based on their effectiveness and career phase. Increase instructional coaching to support and advance high-impact teaching strategies that address diverse learning needs and improve academic outcomes for all students, including Multilingual Learners and SWD.</i></p> <p>State Priorities: 2,4,5,7,8</p>

An explanation of why the LEA has developed this goal.

Initiatives aimed at improving teacher practice for the 2021-22 school year resulted in teacher growth as evidenced by formal and informal teacher observations and evaluation 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%

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

# Actions

Action #	Title	Description	Total Funds	Contributing
1	<b>School Leaders and Teachers to Support the Educational Program</b>	<p>RWWNHS employs an Administrative Team of <b>Principal and Assistant Principal, and a total of 16</b> 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&amp;C.</p>	<b>\$1,550,686.25</b>	[Y]

<p style="text-align: center;"><b>2</b></p>	<p><b>Professional Learning and Instructional Coaching</b></p>	<p>The focus for the 2022-23 school year will be on meeting the academic and social emotional need of all learners through MTSS, Integrated ELD, accommodating SPED students in the general education classroom, content area literacy and collaboration, instructional pacing, Data-Driven Instruction, and furthering Instructional Goals. These goals were established based on 2021-22 Data, reflections of the 2021-22 LCAP, and a teacher needs assessment to evaluate the PD program. School leaders plan weekly professional learning in conjunction with the CAO with the goal of focus on broad areas for school and teacher improvement.</p> <p><b>Instructional Coaching</b></p> <p>The school will continue a partnership with the New Teacher Center (NTC) that began in 2021. NTC is working with the CAO and School leaders to improve systems for coaching, and train Principals and Assistant Principals in a framework to accelerate teacher practice through the development of Instructional Goals and Indicators. This process involved weekly classroom observations and 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><b>\$100,327.00</b></p>	<p>[N]</p>
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		<p>The work with content experts has been highly effective and will continue into the 2022-23 school year with more emphasis on support for beginning and struggling teachers. We have continued our contract work with highly effective Science and Math Coaches, that provide monthly content team professional learning, bi-monthly PLC for lesson study and consultancy protocols around student work. Feedback that will guide the work this year is more support with instructional pacing and scaffolding for Multilingual Learners and SWD in the content area. ELA and HSS teachers engage with the CA Reading and Literature Project (CRLP) through Loyola Marymount. A professor from LMU also provides monthly PD, and protocol consultancy around student writing, in addition to supporting teachers in seamlessly integrating the ELD Standards through Integrated ELD. For 2022-23 CRLP will support teachers in writing instruction. All content area coaching begins in August at the Summer Teachers Conference with three days of Instructional coaching/guided planning. 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><b>Professional Learning</b></p>		
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Action #	Title	Description	Total Funds	Contributing
		<p>Evidence-based, high impact professional learning is an integral component of our charter and educational model. As a small charter school, 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><b>Teacher Induction</b></p> <p>To support teacher effectiveness and credential clearance, RWWNHS will reimburse <b>teacher induction expenses</b> 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>		

<p>3</p>	<p><b>Cohesive, Standards Aligned Core Curriculum</b></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"> <li>● EngageNY (Reading/Language Arts)</li> <li>● CPM (Math)</li> <li>● History Alive/TCI, (History/Social-Science)</li> <li>● STEMScopes (NGSS Science)</li> <li>● Cengage: Inside the USA, EDGE (Designated ELD)</li> <li>● Vista Learning: Senderos (Spanish)</li> <li>● Advanced Placement Textbooks</li> </ul> <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><b>Instructional Technology</b></p>	<p><b>\$53,398.00</b></p>	<p>[N]</p>
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Action #	Title	Description	Total Funds	Contributing
		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 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
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><b>Promote Positive School Climate and Culture</b></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 <a href="#">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:</a></p> <ul style="list-style-type: none"> <li>- Updated School Safety Plan</li> <li>- After School Program (After School All Stars)</li> <li>- Teacher-led clubs</li> <li>- College Access/College Match</li> <li>- Competitive Athletics (CIF)</li> <li>- College Visits (in-state and possibly out of state)</li> <li>- Student Award Assemblies and Celebrations</li> <li>- Weekly Whole School Meeting (Village Circle)</li> <li>- PBIS Events</li> <li>- Spirit Weeks, lunchtime and after school activities</li> <li>- Student Government Association (SGA)</li> <li>- Panorama School Climate and Culture Surveys Administered to staff, students &amp; parents</li> <li>- Field trips and grade level trips</li> <li>- Meal service for all students</li> <li>- Senior graduation and related activities</li> <li>- Promise Time/Advisory activities and competitions</li> <li>- Civic Action Projects (CAP)</li> <li>- After School All Stars provides comprehensive after school programming</li> <li>- Work Study through the Coalition for Responsible Community Development (CCRD) and Jobs for Los Angeles Graduates (JLAG)</li> </ul> <p><b>PBIS Cohort</b></p>	\$143,098.00	[Y]
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		<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 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><b>MTSS</b></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><b>School Social Worker/Social Work Interns and Supervisor</b></p>		
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		<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> <p><b>Trauma Informed Practice Training</b></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><b>Clubs, After School Programs, and Extracurricular Activities</b></p>		
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		<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><b>Senior Capstone Project</b></p>		
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Action #	Title	Description	Total Funds	Contributing
		<p>All graduating seniors are required to complete and present a Senior <b>Capstone Project</b> 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><b>State Seal of Civic Engagement</b></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><b>Meaningfully Engage Families through Increased Participation, Input and Shared-Decision Making</b></p>	<p>Meaningful parent engagement is still an area of need. During school closure for COVID, all family engagement via parent meetings was through zoom. While the campus was open for in-person learning, there is still not the level of desired attendance and participation, despite providing opportunities both in-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, &amp; EL Parent Advisory Committee (EL-PAC) CA EC 52062(a)(2) Parent Advisory Committee (PAC) per CA EC 52062(a)(1).</p> <p>A 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. <b>Parent Square</b> is the primary way that the school communicates with families to provide ongoing communication through emails and texts regarding all school reminders, activities and events. A goal for this year is to expand social media presence for communication, outreach and student recruitment.</p>	\$63,787.90	[Y]
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Action #	Title	Description	Total Funds	Contributing
		<p>Parents have access to <b><i>PowerSchool parent portal</i></b> where they can view their child's academic grades, coursework completion, attendance and communicate with school staff. Power School is the SIS system that houses all student grades, 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>		

3	<p><b>Safe and Well-Maintained School Facilities Conducive to Student Learning</b></p>	<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 <b>campus safety aides, 1 per site</b>. All staff participates in <b>Safe Schools training</b> 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>	\$1,066,024	[N]
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Action #	Title	Description	Total Funds	Contributing
		The Safe Schools Plan is a living document, constantly reviewed and improved upon as needed. School safety is paramount to the physical and emotional well-being of students. 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.		

## 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

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		33.71
Staff-to-student ratio of certificated staff providing direct services to students		11.94

# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Engaging Educational Partners

### Purpose

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

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

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

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

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

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

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

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

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

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

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the

educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

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

## **Goals and Actions**

### **Purpose**

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

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

### **Requirements and Instructions**

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

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

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

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

### ***Focus Goal(s)***

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

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

### ***Broad Goal***

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

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

### ***Maintenance of Progress Goal***

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

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

### ***Required Goals***

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

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

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

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or

schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### ***Measuring and Reporting Results:***

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

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

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

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

### **Goal Analysis:**

Enter the LCAP Year.

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

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

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

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

### ***Required Descriptions:***

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

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

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

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

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

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

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

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

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

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

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

### **For School Districts Only:**

#### **Actions Provided on an LEA-Wide Basis:**

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

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

#### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that

is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

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

## Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

## Data Entry Table

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

## LCFF Carryover Table

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

## Calculations in the Action Tables

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

### ***Contributing Actions Table***

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

### ***Contributing Actions Annual Update Table***

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

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

- o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - o This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - o This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  - o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

***LCFF Carryover Table***

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  - o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- 13. LCFF Carryover — Percentage (12 divided by 9)

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

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