

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary 2023-24

General Information

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

Russell Westbrook Why Not? High School, referred to internally as Westbrook High School (WHS) serves students, grades 9-12 specifically, students who reside in the Vermont Slauson Neighborhood and the community of Bell/Southgate. WHS is currently housed in a private facility formerly operated by another charter high school. WHS will remain at the current facility for grades 9-12, through August of 2024, awaiting the move to the permanent location in the City of South Gate, CA. The permanent facility will house WHS and Russell Westbrook Why Not? Middle School (WMS) also managed by the non-profit organization, LA Promise Fund (LAPF). The schools share families, and an educational model focused on raising outcomes for students furthest from opportunity. The 2022-23 enrollment was 230 students, grades 9-12. School enrollment is expected to expand annually with established K-8 charter feeder schools in the South Gate community.

WHS is authorized through the Los Angeles County Office of Education (LACOE) and opened for the first year of operation in August 2017 for grade 9, expanding one grade level per year. WHS was renewed for a five-year term from 2021-26. In July of 2021, LAPF entered a partnership with the NBA Player and philanthropist, Russell Westbrook, and his Why Not? Foundation, resulting in the name change from LA Promise Charter High School to Russell Westbrook Why Not? High School. The partnership supports fulfillment of the theme *Developing Academic Achievers, Athletes, and Activists*, and will support expansion in the permanent facility.

Our Educational Model is based on five key elements: *Relationships, Optimal Learning Environments, Evidence-Based Practice, Educational and Foundational Systems*. WHS is committed to providing access and equity for all learners through culturally responsive teaching and support for Multilingual Learners and Students with Disabilities. Every learner has access to the core curriculum through rigorous, relevant, standards-based instruction. WHS 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. WHS has allocated resources to accelerate student achievement through MTSS, and initiatives to build educator capacity. WHS was awarded the Community Schools Grant, which affords additional resources to increase meaningful family and strengthen the connections between school and community.

WHS focuses on College and Career readiness through Career Technical education (CTE) with a Digital Media Arts and Video Production theme. The school will offer dual enrollment through East Los Angeles College and Arizona State University (ASU) and will expand CTE

Pathways in upcoming years. Other unique elements include a growing competitive athletic program, social-emotional learning/mental and physical well-being, civic engagement, and arts integration. WHS addresses the needs of the most vulnerable student populations through a safe, personalized learning environment, evidence-based educational model, and a range of programs and services and expanded learning.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

In relation to the CA Dashboard (reported in status only), the school demonstrated growth through *Very High English Learner Progress*. Growth in English Learner progress can be accredited to more intentional use of the Designated ELD curriculum, Integrated ELD strategies being used by all content teachers, and training through the CA Reading and Literature Project for ELA and History/Social Science Teachers.

Local Interim Assessment Data (NWEA MAP Growth Assessment) showed annual growth in Reading, Language Usage, Math and Science; both school wide and for Subgroups.

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

Math

10% of 10th graders increased their RIT Scores moving out of the Low Band

Reading

42% of 10th graders increased their RIT Scores moving out of Low Band

25% of 10th graders increased their RIT Scores moving into the High Avg and High Bands

17% of SPED students increased their RIT Score moving out of the Low Band

7% of SPED students increased their RIT Scores moving them into the High Avg and High Bands

19% of EL students increased their RIT Scores moving out of the Low Band

Language Usage

15% of 11th and 12th graders increased their RIT Scores moving out of the Low Band

25% of EL students increased their RIT Scores moving out of the Low Band

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

WHS demonstrated the following CGI Growth:

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

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

Mathematics

- Grade 10 SPED (IM2)- CGI +7
- Grade 11 EL (IM2) - CGI +8
- Grade 10 AA (IM2) - CGI +7
- Grade 11 AA (IM3) - CGI +3

Reading/Language Usage

- Grade 9 SPED- CGI +6
- Grade 10 English Learners - CGI +12
- Grade 10 SPED - CGI +8
- Grade 10 AA - CGI +8
- Grade 11 English Learners - CGI +10

WHS experienced much success in during the 2022-23 school year. There was an expansion of Career Technical Education (CTE) and the Digital Media Arts and Entertainment pathway through the CTE Integration Grant. WHS Students are offered a course sequence and opportunities to demonstrate their skills and knowledge by producing videos and showcasing their work.

The school advanced College and Career Preparation through College Counseling, College Speakers and Field Trips, Internships, and Senior Capstone Project. The school furthered social emotional learning and mental health supports through school social workers, PBIS, MTSS and student support groups. Students participate in an active Student Government Association, extracurricular clubs, and the *College Track* Program. *After School All Stars* provides high quality extended learning for athletics, arts and leadership. AP course offerings include Spanish Language, Chemistry, World and US History.

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.

Math achievement is an area of continued focus, with the goal of more students meeting and exceeding standards. The school will not only build on current interventions but will expand the reach and focus of Math Support. Teachers will work intensively with the Math Content Coach for feedback on lesson plans and pedagogy. Monthly Joint Math Content PD will continue, with emphasis on vertical teaming, instructional pacing, and focus on the application of Mathematical Practices embedded in the standards. The school will refine use of IXL Math during Power Hour, with use of report data to track progress. Expanded training and support will be given to deliver the core curriculum (CPM Math). Students will continue to have access to the CAASPP *Tools for Teachers* to gain familiarity with testing format and engage in error analysis.

The Dashboard status for Chronic Absenteeism is very high. While the school created systems to address problem, chronic absenteeism remains problematic. This has been a national trend since the pandemic. We have a sense of urgency in reversing this trend, since chronically absent students face the greatest risk of falling behind. Furthermore, WHS serves a high need student population, and the students we serve (low-income, Students with Disabilities, Multilingual Learners, Black and Latino students), are more affected. For chronic absenteeism, there is a dedicated Office Coordinator that makes phone calls and sends letters for students who exceed five absences. Overall, the school gives incentives for students with positive school attendance, and shares with parents the importance of daily school attendance. Students who are in danger of becoming chronically absent are referred to the School Attendance Review Team (SART), consisting of the Assistant Principal, School Social Workers, Office Coordinator, and other staff members as needed. The goal of SART is to provide interventions and support for students and parents to prevent chronic absenteeism. If SART is not effective in approving attendance, the Tier 3 Interventions include home visits by a team led by the Social Workers. Through the Community Schools Grant, there is a Coordinator who can support the school by connecting the student and family to outside agencies and assisting families in need. Outside conditions often impact attendance, thus we address the needs of the whole child in our approach.

WHS will continue to increase support for Multilingual Learners through Integrated and Designated ELD, the goal of increasing reclassification rates and the English Learner Progress Indicator (ELPI). To better address the needs of Long-Term English Learners, students will be grouped during Power Hour and be provided with additional supports, with a focus on writing. Newcomers will be supported through welcoming environments, Designated and Integrated ELD, and expanded language learning opportunities.

LCAP Highlights

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

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

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

This comprehensive framework described in the LCAP focuses on the Common Core State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs and the alignment of systems necessary for all students' academic, behavioral and social emotional success. MTSS has a broad scope, aligning the entire system of initiatives, supports, and resources to systematically support all students, including gifted students.

The LCAP emphasizes MTSS in promoting positive School Conditions and Climate, referring to the character and quality of school life. According to the

CA MTSS Framework, this includes the values, expectations, interpersonal relationships, materials and resources, supports, physical environment, and practices that foster a welcoming, inclusive, and academically challenging environment. Positive school conditions and climate ensure people in the school community (students, staff, family, and community) feel socially, emotionally, and physically safe, supported, connected to the school, and engaged in teaching and learning.

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

- Student-centric commitment to meeting cognitive, social and physical needs of students to foster college and career aspirations
- Caring, trusting, and respectful relationships between and among students and staff
- High expectations for academic achievement and student behavior
- Meaningful Educational Partner Engagement to foster empowerment and ownership
- Facilities that are well-maintained and conducive to learning

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

Goal 1

Implement a comprehensive assessment management system to include the collection, disaggregation, analysis, application, and reporting of multiple data sources, to identify areas for continuous improvement. Utilize data to advance Multi-Tiered Systems of Support (MTSS) to identify and provide all students, including Multilingual Learners and Students with Disabilities with Academic and Social-Emotional support through enrichment and acceleration.

Goal 2

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

Goal 3

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

Russell Westbrook Why Not? Middle School has developed its 2021-22 LCAP that will also serve as its SPSA, that meets the stakeholder engagement

requirements outlined in CA EC 65001(j) and has met the following requirements CA EC 52062(a):

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

Comprehensive Support and Improvement

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

Schools Identified

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

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.

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

WHS engaged and consulted with the following Educational Partners throughout the 22-23 School Year, with the development of the 2023-24 LCAP, including LCAP Goals, Actions, and Services. WHS adheres to CA EC 65001 (j) and incorporates Title Funding in the LCAP.

The chart below includes an overview of the frequency and types of communication, including Educational Partner events that took place during the 2022-23 School. The engagement of Educational Partners is critical to our school’s LCAP development to include identification and analysis of needs, annual growth targets, and reflection to identify strengths and areas for continuous improvement. The feedback helps to maximize resource allocation that contributes to the success of our school, students, and educational program.

The process included scheduled meetings with different partner groups to discuss strengths, needs, and ideas for each of the main LCAP priorities. Parent feedback was elicited during Coffee with the Principal, with focus on LCAP for the months of March and April, and during School Site Council, ELAC, DELAC, and Parent Advisory Council Meetings.

- Staff, parent/caregivers and students provide input through the annual School Climate and Culture Survey administered through the Panorama Platform.
- Teacher feedback was sought during the weekly PD block and during meetings with the Instructional Leadership and PBIS Team.
- Student feedback was sought through meetings with our Student Government Group.
- The school continues to revisit the WASC process to keep in mind the areas identified for 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.

Dates/ Event	Topics
Parent Welcome August 13, 2022	<ul style="list-style-type: none"> • Parent and Students Welcome and Overview • Teacher Presentations
ELAC Meeting September 25, 2022	<ul style="list-style-type: none"> • ELAC Membership Norms and Responsibilities • ELAC Overview
Coffee with Principal September 29, 2022	<ul style="list-style-type: none"> • Parent Program Overview • Engagement Opportunities

Coffee with Principal October 21, 2022	<ul style="list-style-type: none"> • Overview for Assessment, Grading, and Academic Expectations • A-G Requirements
Coffee with Principal Bell November 14, 2022	<ul style="list-style-type: none"> • Overview Student Expectations for Behavior and Academics • College Application Process/Financial Aid
Coffee with Principal Senior November 30, 2022	<ul style="list-style-type: none"> • Overview for Senior Graduation Eligibility, Activities and Related Events • College Application Process/Financial Aid
Coffee with Principal December 13, 2022	<ul style="list-style-type: none"> • Overview Fall Semester, Success and Areas for Growth • Parent Reflection and Feedback on First Semester
SSC Meeting January 10, 2023	<ul style="list-style-type: none"> • Purpose and function of School Site Council • Roles and responsibilities of Members and Officers
A-G Senior Parent Meeting January 19, 2023	<ul style="list-style-type: none"> • Overview Graduation Requirements • College Information
A-G (9-11) Parent Meeting January 26, 2023	<ul style="list-style-type: none"> • Overview HS requirements • A-G Q & A
SSC Meeting February 6, 2023	<ul style="list-style-type: none"> • Review of School Safe Plan • SSC Composition • Parent Engagement Opportunities
Coffee with Principal March 2, 2023	<ul style="list-style-type: none"> • CAASPP Assessment Overview • Drug Awareness and Prevention
Coffee with Principal April 12, 2023	<ul style="list-style-type: none"> • Discuss upcoming May NWEA/CAASPP testing. • Student Expectations
SSC Meeting April 18, 2023	<ul style="list-style-type: none"> • Wellness Policy Review • LCAP Overview and Feedback
SSC Meeting May 1, 2023	<ul style="list-style-type: none"> • LCAP Overview and Feedback

Coffee with Principal
May 29, 2023

- Overview of 2022-23 School Year and Looking Ahead for Next Year / Feedback
- Registration and Related Events
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A summary of the feedback provided by specific Educational Partners.

During the 2022-23 school year, ILT and school staff consulted with Educational Partners to discuss components of our LCAP on an ongoing basis. The following reflects Educational Partner Feedback by group:

Instructional Leadership Team/CAO and School Leaders expressed the need to remain focused on the areas of growth but refine action plans in the 2022-23 LCAP. There is a need to use data for strategically to guide instruction and group for intervention in the classroom and during Power Hour. The school should focus on CAASPP related test preparation, including ICA and hand-scoring. Math continues to be an area of need, and there will be an increased level of instructional coaching by the Principal and Math Coach. Entrance tasks have been effective, and there will be a push to launch these tasks in August.

Teachers/Counselors want more time for structured collaborative planning during the PD block. Teachers would like additional training for paraprofessionals to increase their level of effectiveness to support individual and small groups of students in the classroom. Teachers have made suggestions to deepen the level of parent partnership, with more meaningful engagement around what students are learning. Teachers want more social-emotional support for the student body, to address mental health needs. Teachers have responded well to PBIS implementation and would like to expand these efforts to include all members of the school staff.

Staff/paraprofessionals would appreciate opportunities to learn with teachers during the weekly professional development block and would benefit from more frequent training designed to support Multilingual Learners and Students with Disabilities during push-in through individual and small group assistance.

Parents/Caregivers feel that the school is a warm and caring place, and they are please with academic growth as evidenced by the NWEA Mid-Year MAP Assessment. Parents appreciate Mental Health supports and would like to further initiatives that support their children's physical and emotional well-being. Parents of Multilingual Learners have requested more support in learning English through online practice (Rosetta Stone), after school and Summer Classes. In terms of facilities, the parents are pleased that the school will be on one campus in Bell for upcoming year, which they see as being a safe, quiet campus. They are concerned regarding supervision for bus transportation from South LA to Bell. They have suggested the need for privacy screens around the campus, shading and better-quality benches and tables. They are not satisfied with the quality of school lunches and are concerned that they are not fresh or flavorful and students are not eating.

Students are not satisfied with daily school lunch quality and want a new provider. Students want an after-school study hall for guided support and tutoring to complete their work. This is in addition to specific content tutoring, so they daily support every day of the week. They feel that Instructional aides can support this. The students have proposed a mental health center to address overall well-being and mental health. Students shared that they have good relationships with their teachers, but want more help when they need it, and more sports and activities. Students expressed need for more positive student relationships.

Los Angeles County SELPA consultation took place, and feedback provided was to include actions that address disproportionality and promoted higher levels of parent involvement through participation in the LAC Community Advisory Council (CAC).

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

The input of stakeholders has been instrumental in the development of our school's 2023-24, LCAP including review and revisions of goals and actions.

We implemented feedback from our various Educational Partners, and the input is embedded in the LCAP Actions & Services.

They include but are not limited to:

- Tiered academic support and intervention
- Summer School academic program
- Social-emotional supports
- Student engagement and positive school climate
- Supporting Students with Disabilities and Multilingual Learners
- Instructional Coaching by Content Area Coaches

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA CAASPP	41%	33%	Pending release of 22-23 Summative CAASPP Data	[Insert outcome here]	51%
Math CAASPP	4%	2%	Pending release of 22-23 Summative CAASPP Data	[Insert outcome here]	14%
CAST	Not administered	15.15%	Pending release of 22-23 Summative CAASPP Data	[Insert outcome here]	+15% of Year 1 Outcome
Attendance Rate	91%	91%	87%		95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate	23%	30%	40%		10%
High School Dropout Rate	0%	0.4%	Pending-State Release		0%
High School Graduation Rate	93.9%	89%	Pending- since we haven't closed grades yet		95%
Suspension Rate	0%	2.4%	5%		2%
Expulsion Rate	0%	0%	.5%		<1%
% of students including Unduplicated Pupils, and Students with Disabilities (SWD) who have access to Broad Course of Study	100%	100%	100%		100%
% EL who progress in English Proficiency (ELPI)	Fall 2019 Dashboard 21.4% Very Low	68%	Pending		40%
EL Reclassification Rate	11%	5.2%	Pending		20%
% EL with access to CCSS & ELD Standards	100%	100%	100%		100%
% of students who complete UC A-G	66%	55%	Pending-grades need to be closed		90%
% of students who pass AP Exams (3+)	28%	54%	Pending		50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students “Prepared” for College as measured by ELA EAP	41%	33%	Pending release of 22-23 Summative CAASPP Data		20%
% of students “Prepared” for College as measured by Math EAP	41%	33%	Pending release of 22-23 Summative CAASPP Data		20%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Implement Multiple Assessments to Monitor Student Growth and Progress	<p><u>Assessments</u> WHS will implement multiple types of assessments to monitor student growth and progress, in order to identify areas of strength and need, differentiate instruction, and provide acceleration and enrichment as needed.</p> <p>NWEA MAP Growth Assessments for ELA (Reading and Language), Mathematics, and Science, Grades 9-12</p> <ul style="list-style-type: none"> Administered in August (Baseline), November (Fall/Interim #1) and March (Spring/Interim #2) Grades 9-11 also take the Summative NWEA in May, which 11th graders take CAASPP <p>State-Mandated Assessments:</p> <ul style="list-style-type: none"> ELPAC (Initial, Summative, Alternative) CAASPP (ELA and Math) Grade 11 (Informs College and Career Indicator on CA Dashboard) CA Science Test (CAST), Grades 11 or 12 Physical Fitness Test (PFT), Grade 9 <p>Lexile Reading Level Assessments (through Achieve 3000):</p> <ul style="list-style-type: none"> Administered in August (Baseline), January (Mid-Year) and June (End of Year) <p>Other forms of assessment:</p> <ul style="list-style-type: none"> End of Unit Curriculum Tests Formative Assessments (daily) Teacher Created Assessments Student Projects and Presentations Senior CAPSTONE Project 	\$3,460	N

2	<p>Address Academic Needs to Accelerate Learning through Staffing and Intervention Programs</p>	<p><u>Increasing ELA and Math Achievement</u> Raising academic achievement in ELA & Mathematics remains a top priority. While mid-year NWEA data showed improvements from the previous year for all subgroups, our students continue to experience unfinished learning following the pandemic, and there is a need to increase student proficiency.</p> <p>Educational Partner Input underscores need to provide students with targeted academic support and intervention through extended learning opportunities. Services and programs above and beyond core content learning have been designed to support students who are struggling academically through RTI, and systems to monitor student growth and progress. These include, Reading Intervention (Just Words, Wilson Reading), High Dosage Math Tutoring (Air Tutors), Summer School, tutoring during Power Hour, and support from Instructional Aides.</p> <p>WHS ensures that all students, including unduplicated students, have access to culturally responsive, core content instruction and are supported in meeting or exceeding grade level standards through MTSS to strengthen the existing academic and behavioral supports. Assessment data is used on a continual basis to evaluate program effectiveness.</p> <p>Data sources including 2022 Summative CAASP, CAST, ELPAC, NWEA MAP Interim Assessments, and Lexile Reading Level Set is used to monitor academic growth and progress. This data was analyzed during Summer Teachers Conference and Pupil-Free Data Days and used by teachers to inform daily lesson plans to identify standards for re-teach and incorporate grouping for intervention.</p> <p>Power Hour <i>Power Hour</i> is daily intervention time built into the daily bell schedule (four days a week, (except on Wednesdays for early release for Professional Development). Power Hour is considered a Tier 1 practice, since all students participate, but there is flexible grouping based on data from common interim assessments.</p> <p>Credit Recovery is completed under the supervision of teachers and</p>	\$143,678	N
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		<p>counselors during Power Hour through the APEX program. Progress is tracked for A-G completion rates by the counseling team.</p> <p>Improving the environment during Power Hour will be a focus area this year to include grouping for high dosage tutoring. There will be more intentional structure and support. 2023 Summative Assessment Data will be used to group students by need, and supplemental programs including IXL Math and Reading and Achieve 3000 will be more intentionally incorporated to close foundational math and reading skills. Through grouping students in Power Hour sections by language proficiency, the school will support Multilingual learners at the emerging, expanding, and bridging levels. The school will also use Power Hour to provide support for Long-Term English Learners (LTELs) with focus on writing and comprehension.</p> <p>Summer School</p> <p>Incoming 10-12th grade students who are credit deficient will be supervised for use of APEX with the goal of making up all credits prior to the upcoming school year.</p> <p>Summer Programming also includes AP Boot camps for Chemistry and World/US History and a program for newcomers.</p> <p>Incoming 9th graders will participate in Summer Bridge. The goal of Summer Bridge is to build connectedness for incoming students and support the transition from middle to high school. Summer Bridge is taught by 9th grade teachers, in order to build trusting relationships prior to the start of the school year. The curriculum will address College and Career Readiness, social-emotional learning and provide an overview of Executive Functioning Skills as well as Math and ELA enrichment.</p> <p>Instructional Aides</p> <p>Instructional Aides work collaboratively with classroom teachers to provide small group instruction for Students with IEPs, Multilingual Learners, and students not meeting or exceeding standards. Our instructional aides attend professional learning with teachers to provide evidence-based strategies, and support access to the core curriculum.</p>	
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Action #	Title	Description	Total Funds	Contributing
		Instructional aides are bilingual and provide primary language support as needed for newcomers. Sped Aids help meet IEP minutes.		
3	Implement 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 provide extension, enrichment, and differentiation to meet the various skill and ability levels in the classroom.</p> <p>The following Supplemental Programs are used to support student learning:</p> <ul style="list-style-type: none"> • <i>Achieve 3000/Actively Learn</i> • <i>IXL Reading and Math</i> • <i>Eduastic</i> • <i>DBQ Kits</i> • <i>AP Curriculum</i> • <i>Grade Level Appropriate Novels, supplemental reading materials and bilingual literature</i> 	\$33,377	Y

Action #	Title	Description	Total Funds	Contributing
4	Strengthen Multilingual Learner Programs and Services	<p>Designated ELD is taught by a teacher holding the appropriate credential. In order to advance English Learner Progress and increase reclassification rates, we will provide additional training to implement the Cengage Curriculum; Inside the USA (beginner levels A and B) and Edge (fundamentals and levels A and B). There are also plans to send the Designated ELD Teacher and other teachers and aides working with English Learners to the EL Rise training, and other outside conferences and workshops.</p> <p>Bilingual Instructional Aides support Multilingual Learners, particularly at the emerging level in the classrooms, through primary language support as needed. Students are clustered during the school day by language need, allowing Aides to most effectively support them in small groups and through scaffolds.</p> <p>All teachers are continually provided with Integrated ELD strategies through ongoing professional learning for all content teachers during the weekly PD block and for ELA and HSS teachers through the CA Reading and Literacy Project (CRLP) a multi-year initiative through Loyola Marymount University.</p> <p>For 2023-24, the school will refine and improve upon the manner in which we implement strategies to address the needs of Multilingual learners in the classroom and meet the Measurable Pupil Outcomes (higher reclassification rates and increase in ELPI). School leaders and instructional coaches will hold teachers accountable for providing more opportunities for academic discourse to apply and grow academic language. Additionally, teachers will be supported in writing instruction and there will be more emphasis on supporting LTELS through Reading Intervention, and Power Hour support.</p> <p>The school elicits feedback on the effectiveness of our ELD support during quarterly ELAC meetings.</p>	\$130,197	Y

5	<p>Provide Services to Support Students with Disabilities</p>	<p>The Los Angeles County Charter SELPA supports and monitors our Special Education Program. Our Instructional Leaders attend Governance and Program Council Meetings, and Sped teachers participate in trainings provided by the SELPA. The SELPA provides guidance, support and oversight and was consulted on goals and actions in the LCAP that impact the educational program for Students with Disabilities.</p> <p>The SPED Coordinator is shared between Westbrook Middle and High Schools. She is responsible for developing, implementing and monitoring quality student-centered Individual Education Plans (IEPs) including documentation and adherence to requirements and timelines, staffing and contracted services. Our SPED program provides improved outcomes and closes the achievement gap for students with disabilities, and coordinates, designs, and provides for specialized and age-appropriate programs, services and supports for students. Program services will include providing Special education teachers, Instructional aides and support staff.</p> <p>The SPED Team is comprised of the SPED Coordinator, 2 RST, and 2 Paraprofessionals. The school contracts service providers for a school psychologist to conduct assessments, DIS Counseling, Language and Speech, Adapted PE, and BII. All services are tracked through SEIS. The SPED team participates in ongoing professional learning to track minutes and services through SEIS.</p> <p>Upon consultation with the LCOE SELPA around LCAP, feedback was provided on how to address disproportionality. We will refine strategies for preventing disproportionality by bolstering our prevention efforts by ensuring provision of high- quality, rigorous curriculum and behavioral supports, conducting universal academic and social-emotional screening to identify students at risk for difficulties, and providing evidence-based interventions. The SST process provides interventions through general education, so Tier 3 Interventions resulting in an initial assessment are a last resort. We will also support high school student with postsecondary transition plans.</p> <p>WHS plans to go above and beyond in providing high quality services. During the 2023-24 school year, general and special education teachers will collaborate more deeply for more effective inclusion</p>	\$299,865	Y
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Action #	Title	Description	Total Funds	Contributing
		<p>through co-teaching, planning and grading. More time will be dedicated to SPED during weekly content team PD, including guest presenters from SELPA and other partnerships. There will be emphasis on meeting needs of students who are both SWD and multilingual learners.</p>		

6	<p>Provide College and Career Access and Broad Course of Study</p>	<p>WHS promotes College and Career Readiness and support with post-secondary plans for all students, including Unduplicated Pupils and Students with Disabilities, through access to a Broad Course of Study to include ELA, Math, NGSS Science, History Social Science, Physical Education, and Career Technical Education through a Digital Media Arts focus.</p> <p>Career Technical Education The CTE Program is furthered through the CTEIG Grant. There is one dedicated, fully certificated CTE Teacher who teaches Video Production 1-2. Through the grant, the teacher is further developing the curriculum based on CTE standards. Additionally, WHS is the lead LEA for the Career Pathways Grant, which supports work-based learning and internships in high need, related career industries. During the Summer of their junior year, students will expand CTE opportunities through the annual Career Day, field trips, and training for teachers to integrate Digital Media Arts with academic content. The school is developing the pathway through a community college partnership with the goal of students earning a certificate upon graduation.</p> <p>The Community Schools grant will support more college field trips for both students and parents.</p> <p>Physical Education Students are required to take one year of PE/Health, during freshman year or after for transfer students needing this requirement. The PE program incorporates health and wellness curriculum based on PE Physical Education Model Content Standards. PE is also where students learn Sex Education as required by the CA Healthy Youth act, with the purpose to provide every student with the knowledge and skills necessary to protect their sexual and reproductive health from unintended pregnancy, human immunodeficiency virus (HIV), and sexually transmitted infections (STIs). The PE Teacher uses Teen Talk, an approved curriculum through LACOE and has attended training.</p> <p>After School Programming WHS partners with After-School All-Stars for high quality expanded learning opportunities and after school programming. After-School All-Stars provides programs and transformative opportunities that help</p>	\$48,130	N
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students develop the skills, knowledge, and habits needed to succeed in life, school, and their future career. The comprehensive, community-oriented programs to under-resourced students in five program areas: health and fitness, academic readiness, STEM, Career Exploration, and Visual and Performing Arts. Over 70 students participate in All Stars daily.

Competitive Athletics

As part of the theme, Developing Academic Achievers, *Athletes*, and Activists, the school will grow the competitive sports program. An Athletic Director will be hired to manage sports, with the goal of CIF membership in the near future. For 2023-24, the school will continue to be a part of the All-Stars League with local charter high schools. Sports will become a signature practice over time

for the benefits of physical fitness, team membership to instill a sense of belonging and connectedness, cooperation, goal setting, and sportsmanship. The LA84 Grant allows for funding for a Stipend for the Athletic Director and coaches, bus transportation, league fees, and uniforms. The school offers girls, boys and co-ed volleyball, basketball, soccer and flag football.

Promise Time/Advisory

Promise Time Curriculum addresses Social Emotional Learning and build connectedness to the school. Teachers are provided with a structured curriculum focused on study skills and academic support, character development, social and emotional learning, goal setting and college and career exploration. Goals for Promise Time are shared during Summer Teachers Conference, and teachers receive curriculum materials, resources and support in providing students with a positive Promise Time experience. Promise Time celebrates multiculturalism through monthly themes and celebrations honoring diverse racial and ethnic backgrounds and traditions.

Civic Engagement

Through a partnership with the Constitutional Rights Foundation, all teachers are trained in implementing the Civic Action Project (CAP)

Action #	Title	Description	Total Funds	Contributing
		<p>during Advisory. Students present CAP Projects during their annual spring Expo. The charter identifies Civics Education as a focus area, including respectful discourse. Our goal is to prepare all students to earn the State Seal of Civic Engagement upon graduation from high school, with a seal affixed on their diplomas. Teachers and students will build upon CAP projects in the upcoming year, and annual presentations are a signature practice.</p> <p>Project Based Learning</p> <p>Thanks to grant funding to implement gold standard PBL, all teachers received three days of Training for the PBL 101 Course through PBL Works. There are also teaches who participated in additional training that will serve as “PBL Champions” to mentor their peers in planning and implementing PBL. PBL is also seen through Media Arts lessons and CAP Projects. PBL units will be planned once per semester as a high level, rigorous application of core content standard, presented through digital media to a public audience. All units require group work and individual writing components.</p> <p>Course Electives</p> <p>During the 2023-24 school year WHS will offer Spanish, Video Production, Child Development, Art, and Philosophy, as well as additional A-G aligned electives online through ASU.</p>		

Action #	Title	Description	Total Funds	Contributing
7	Provide a College Counseling Program	<p>College and Career Access Two full-time, certificated College Counselors are employed, splitting the caseloads for 9-10 and 11-12. The small counselor to student ratio allows for a minimum of monthly touches with a counselor. The 9-10 counselor focuses on college awareness, A-G completion and on-track, and early intervention. The 11-12 focuses on postsecondary plans and the financial aid and college application process. 100% of students complete FAFSA and apply to either a community college, or 2 Cal State Universities. Eligible students apply to UC and private colleges and universities. The focus is earlier college planning, more options for applications, and increased scholarships and financial aid opportunities. Parent outreach so parents have a better understanding of the financial aid process is also a growth area beginning in freshman year.</p> <p>WHS has established Community College Partnerships for Dual Enrollment, which will be funded through the CCAPP grant. The partnership with Arizona State University (ASU) allows for asynchronous course offerings, and guaranteed enrollment at ASU.</p> <p><i>College Track</i> is a long-term partner. There is a strong collaborative relationship with the schools and College Track staff. Students who apply are bussed to the College Track Crenshaw Center every Wednesday where they receive college counseling and academic support. In addition to supporting students, families, and our school with resources to support college acceptance and graduation, there are ongoing workshops for financial aid, personal statement writing, summer trips in and outside the USA, and scholarships offered for students with regular attendance.</p>	\$143,000	N

Goal Analysis for 2022-23

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

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

There are not substantive differences in the plan.

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

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

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

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

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

The school will more intentionally group students in Power Hour and scaffold the curriculum to address levels of proficiency. The use of IXL Reading and Math, and Achieve 3000 will be used more strategically, with greater accountability on teachers to use weekly reports to track progress and motivate students to meet goals. APEX will still be used for credit recovery, with guidance from counselors.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	
% of students with access to Standards-aligned materials	100%	100%	100%		100%	
Implementation of the Academic Content Standards: as measured by CDE’s Priority 2 Local Indicator rubric.	OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS		OPTION2: CDE REFLECTION TOOL: ACAD. STANDARDS		OPTION2: CDE REFLECTION TOOL: ACAD. STANDARDS	
		2020-21		2021-22		2023-24
	ELA	4	ELA	5	ELA	5
	ELD	4	ELD	4	ELD	5
	MATH	4	MATH	5	MATH	5
	NGSS	4	NGSS	5	NGSS	5
	HISTORY	4	HISTORY	4	HISTORY	5
	CTE	3	CTE	5	CTE	5
	HEALTH	4	HEALTH	5	HEALTH	5
	PHYSICAL ED.	4	PHYSICAL ED.	5	PHYSICAL ED.	5
	VAPA	4	VAPA	5	VAPA	5
			WORLD LANGUAGE	4	WORLD LANGUAGE	5
	% of Teachers appropriately credentialed & assigned	58.3%	64.8%	81%		100%
Gr 9 PFT: % students meeting all 5 HFZ	**Not administered	44%	87%		30%	

Actions

Action #	Title	Description	Total Funds	Contributing
1	Retain School Leaders and Teachers to Support the Educational Program	<p>WHS employs an Administrative Team of Principal and Assistant Principal, and a total of 14 appropriately credentialed and assigned classroom teachers, for students in grades 9-12, to provide instruction in all core subject areas: ELA, Math, Science, Social Studies, Physical Education, Foreign Language, VAPA and Designated ELD as part of the school's base program, and Special Education. Ethnic studies will be offered as required before the 2024-25.</p> <p>WHS provide students with 180 instructional days.</p>	\$1,129,584	Y

2	Professional Learning and Instructional Coaching	<p>Evidence-based, high impact professional learning is an integral component of our charter and educational model. As a small charter school, WHS strives to maintain staff members who are fully committed to serving the students in our community, those furthest from opportunity. We firmly believe that high quality, frequent, evidence-based PD builds teacher and school leader capacity and promotes educator retention.</p> <p>For the 2023-24 school year, we will continue to refine our methods of building educator capacity. Consistency in staffing, has allowed for growth and development of teachers over time.</p> <p>All teachers participate in two weeks of professional development during the annual Summer Teachers Conference, to prepare for the 2023-24 academic school year, and 3 Pupil Free Days, “Data Days” during the academic year for professional development to focus on data analysis following the administration of Interim Assessments. Weekly Professional Learning is held weekly on Wednesdays, when the school has early release days. School leaders plan weekly PD sessions aligned with instructional goals and priority.</p> <p>Professional Development goals are informed by student achievement data, teacher need, and instructional priorities. Weekly professional learning will afford educators time to collaborate on lesson planning, share best practice, analyze data and student work, address the needs of Multilingual Learners and Students with IEPs, content literacy, social-emotional learning, and expansion of MTSS and PBIS.</p> <p>Year-long focus areas are:</p> <ul style="list-style-type: none"> • Improved Integrated ELD to better meet the needs of emerging, developing, and bridging levels • Standards-Referenced Grading • Project-Based Learning • Curricular Pacing <p>In addition to in-house professional learning, we encourage educators to attend outside conferences and workshops to deepen content knowledge and collaborate with a community of educators.</p>	\$77,250	N
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A goal for the upcoming year is to provide more opportunities for evaluation of the PD program, and act upon feedback to plan inspiring and impactful PD.

Instructional Coaching

WMS and WHS will continue a multiyear partnership with the New Teacher Center (NTC) to implement a coaching framework for school leaders that improves teaching. We will participate in six infield days where leaders conduct instructional rounds, and improve systems for coaching, feedback and support. Administrators also attend outside conferences and workshops to collaborate with other school leaders in the greater educational community.

Instructional coaching deepens content knowledge and supports effective teacher practice. All teachers participate in monthly joint content alike PD with WHS. ELA and History/Social Science teachers receive training through the CA Reading and Literacy Project operated through Loyola Marymount University. For 2024, writing will be the yearlong focus. Additionally, there will be integration of the Content Area Language and Literacy (CALL) to equip middle and high school classroom teachers with the skills needed to help their students build strong content knowledge.

Math achievement is an ongoing area of need. Math teachers participate in monthly content PD with the math coach who also provides support with lesson planning and conducts weekly observations resulting in feedback and action steps. The coach supports teachers with use of the curriculum, and application of the Standards for Mathematical Practice, which describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

Science teachers also participate in monthly joint content team PD, focused on implementing the Amplify Science curriculum and the three equally important dimensions of science learning which are combined to form each standard and build a cohesive understanding of science over time, crosscutting concepts, core idea, and science and engineering practices.

Action #	Title	Description	Total Funds	Contributing
		<p>School leaders continuously provide feedback, coaching, and support for teachers. Areas identified for growth include use of data for grouping and intervention, Integrated ELD, accommodations for students with IEPs, and social-emotional learning.</p> <p>Teacher Induction To support teacher effectiveness and credential clearance, WHS will reimburse teacher induction expenses for teachers enrolled in the LACOE program. The LACOE Program and coaching for induction teachers provides an additional layer of support and increased retention in our schools.</p>		

3	<p>Provide Cohesive, Standards Aligned Core Curriculum</p>	<p>WHS provides access and equity to core content learning through high quality, standards aligned, cohesive curriculum.</p> <p>We will adopt new curriculum in alignment with the state adoption cycles for each content area. Teacher input is considered when selecting a new curriculum. Teachers receive training prior to the start of school by company representatives.</p> <p><i>The following core curriculum are used:</i></p> <ul style="list-style-type: none"> • Engage NY (Reading/Language Arts) • CPM (Math) • History Alive/TCI, (History/Social-Science), DBW Kits, Stanford • STEM Scopes (NGSS Science) • Cengage: Inside the USA (Designated ELD) • Vista Learning; Senderos (Spanish) • AP Texts for Chemistry, World and US History <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>AP Teacher attend College Board Training during the Summer.</p> <p>Instructional Technology</p> <p>During distance learning, teachers gained expertise in using technology to impact learning and deliver the core curriculum. We also use laptops for digital curriculum. Google Classroom is still the Learning Management System (LMS) used by teachers and students. The school closed the Digital Divide through a partnership with School2Home, a non-profit that provides devices and training to low-income communities. As a legacy school, we no longer receive funding from the organization, but we continue to attend conferences to maximize the way teachers use technology.</p> <p>Devices have expected wear and tear, and we budget for repairs and replacements as needed. A full time IT Coordinator supports the tech program.</p>	\$24,564	N
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Goal Analysis for 2022-23

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

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

There were changes to Designated ELD due to teacher vacancies for most of the school year.

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

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

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

Instructional coaching proved extremely effective in building educator capacity and deepening content knowledge. The ability to support teachers in their professional growth had a positive impact on teacher retention. The ongoing work with CRLP resulted in gains in ELA, as teachers applied the CALL strategies with increased effectiveness.

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

The school will increase the level of support and coaching for all math teachers to address gaps in student outcomes. Training will be provided for all content teachers to use adopted curriculum with fidelity and appropriate pacing.

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

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Facility FIT Report Score of “Good”	Exemplary	Exemplary	Exemplary		Exemplary
Parents will have input in decision-making (including UP, and SWD): PAC, ELAC/DELAC & EL-PAC.	Outcome Met	Outcome Met	Outcome Met		Outcome Met
Provide opportunities for parent participation in programs including Unduplicated Pupils (UP), and Students with Disabilities (SWD).	Outcome Met	Outcome Met	Outcome Met		Outcome Met
Increase parent satisfaction rate as measured in the annual survey.	67%	64%	Pending		70%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase % of students who feel connected, safe and engaged at school as measured in the annual survey.	61%	43%	Pending		80%
Increase % of staff who feel supported and connected as measured in the annual staff survey.	47%	80%	65%		70%

Actions

Action #	Title	Description	Total Funds	Contributing
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1	<p>Promote Positive School Climate and Culture</p>	<p>Community Schools WMS and WHS are Community Schools, grant funded through CDE. The grant will fund two new split positions, Community Schools Coordinator and Academic Data Manager. These positions along with increased family engagement opportunities and community partnerships will further the Community Schools approach.</p> <p><i>The vision of LA Promise (Russell Westbrook Academy) Community Schools is to transform education in South and Southeast Los Angeles via vibrant community hubs that graduate all students prepared for healthy, successful, and civically engaged lives, improving the future of entire communities. This vision aligns with the mission of the Coalition for Community Schools: schools engage families and communities in children’s education, ensuring consistent attendance and active involvement in learning, so students succeed academically and are physically, socially, and emotionally healthy.</i></p> <p>To this end, WHS takes a holistic approach to equally address social emotional and academic learning, to remove barriers so every student can reach high levels of personal success and well-being. These goals are realized through a positive school climate and culture and learning conditions that advance student outcomes.</p> <p>Field Trips WHS will provide all students with learning opportunities outside of the classroom through field trips that enhance the learning process, deepen student engagement and motivation. Opportunities will align with classroom learning, CTE and College and Career Readiness. In addition to academic enrichment trips (Museum of the Holocaust, CTE aligned field trips) there will be a larger offering of College Field Trips to all regions of California, and out of state opportunities, including Historic Black Colleges and Universities (HBCU).</p> <p>WHS will implement the following to provide all students and staff with a safe, welcoming and positive learning environment that promotes student academic, social-emotional growth, and physical and mental well-being:</p> <ul style="list-style-type: none"> • <i>Update School Safety Plan</i> • <i>Mental Health Supports</i> 	\$264,604	Y
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- *Student Award Assemblies and Celebrations*
- *Whole School Assemblies*
- *PBIS Events*
- *Spirit Weeks, lunchtime and after school activities*
- *Student Government*
- *Panorama School Climate and Culture Surveys Administered to staff, students & parents*
- *Field trips*
- *Athletics*
- *Meal services for all students*
- *Grade 8 Promotion and related activities*
- *Promise Time/Advisory*
- *Civic Action Projects (CAP)*
- *After School All Stars*
- *High Dosage Tutoring*

PBIS

WHS is part of a multi-year PBIS cohort that provides training and support for PBIS. The school is in the third year of the cohort and will continue to receive technical support to integrate data use to improve PBIS. The PBIS team is led by the School Social Worker. The 2023 Team will advance school wide PBIS to decrease office referrals, focus on more positive interactions between and among students, and bullying prevention, including cyber bullying.

MTSS

The goal of MTSS is to improve the constructs for school conditions and climate included relationships, connectedness, respect for cultural differences, and high expectations for student learning. Constructs for teaching and learning include well-maintained facilities, access to broad course of study, collaboration, professional learning, and empowerment through shared decision making. While the school implemented MTSS for the 2021-22 LCAP, the coaching will make certain that the goals and actions are on target for comprehensive MTSS that shapes school culture.

The school is part of the CA MTSS Pathway Grant. Team members including the Principal, School Social Worker, and selected teachers

Action #	Title	Description	Total Funds	Contributing
		<p>attended the CA MTSS Professional Learning Institute in Anaheim, Ca (July) to gain expertise in ways to expand MTSS. The majority of team members will complete MTSS Certification online during the summer, with the goal of 80% of staff completing MTSS Certification by June 2024.</p> <p>Mental Health Support</p> <p>Concentration funding provided personnel for a mental health team. The provision of mental health services through individual and group counseling and referrals to outside agencies such as Wellness in South LA. WHS employs two full-time School Social Worker who are instrumental in bringing awareness to mental health issues, as well as providing individual and group counseling and support for families. The social-workers participate on the School Attendance Review Team and PBIS and works with teachers to ensure that social-emotional needs are met in the classroom through and integrated approach.</p> <p>WHS has a partnership with the Dworak-Peck school of Social Work at the University of Southern California. This partnership provides two social work interns working under a supervisor, to help the school meet the immense mental health needs. The interns provide individual and group counseling and engage in a project to further social work/mental health support at the school.</p> <p>The mental health team provides trauma informed practice and brings in additional resources to support emotional and physical safety and overall well-being.</p>		

2	<p>Promote Meaningful Family/Caretaker Engagement</p>	<p>Increasing Family Engagement WHS provides all parents including those of unduplicated students, and Students with Disabilities with numerous opportunities to engage as partners in their child’s education.</p> <p>Following the pandemic, there has been a decrease in the number of parents attending school sponsored events. For 2023-24, the focus will be to have a stronger parent presence on campus, with more opportunities to provide feedback. Parent input helped inform the content of this year’s LCAP, but more input is always desired.</p> <p>Parental input is elicited in various ways, and the amount of input is a Measurable Pupil Outcome. Opportunities for parent input and shared decision-making takes place through the following: English Language Advisory Committee (ELAC), DELAC, & EL Parent Advisory Committee (EL-PAC) CA EC 52062(a)(2) Parent Advisory Committee (PAC) per CA EC 52062(a)(1)</p> <p>Family events planned are planned for July and August 2023 to build enrollment in the South LA Community. Meaningful family engagement occurs when parents engage in workshops led by the school team and outside experts. Requested topics which will be acted upon include drug awareness and prevention (vaping and fentanyl) and mental health. Citizenship and ESL classes are offered through a partnership with East LA Community College (ELCA). The school will also provide outreach to Black Parents through a series of workshops and events.</p> <p>School to Home Communication</p> <p>The school website has been revamped to be more student and parent facing to engage and inform families of school events. Daily/weekly reminders are sent by email and text via the Parent Square system in English and Spanish to inform parents of school events and encourage positive attendance. The school has a strong social media presence to share positive news and updates on school events and athletics.</p> <p>Parents currently have access to PowerSchool parent portal where they can view their child’s academic grades, coursework completion, attendance and communicate with school staff. Power School is the SIS system that houses all student grades and attendance data. A goal for</p>	\$1,831	N
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Action #	Title	Description	Total Funds	Contributing
		<p>the upcoming year is to provide families with more training and guidance on using Power School to check on students' grades.</p> <p>A school climate and culture survey is administered in the spring through Panorama. The responses relating to parent satisfaction with the school and connectedness are used to guide actions around family engagement. Additionally, parent input is used to inform parent programming. The principal collects parent feedback to report out as an MPO.</p> <p>Community Schools In the second year of the Community Schools grant, the school will more intentionally integrate community, family and schools. Families and Schools (FIS) will be a partner to provide training for both families and teachers at different intervals within the school year.</p> <p>Involving Families in Facility Move During the year, the school will work with the Parent Engagement Team employed by the LAPF HQ to recruit new students and families in the South LA Community in preparation for the move to the City of South Gate in August 2024. Bus transportation will be provided for current students to attend the campus in South Gate. The school will move into a shared 6-12 facility with WHS, with concerted efforts to make the move as seamless as possible and keep a presence in South LA while expanding to the Southeast Region. These efforts include partnerships with existing K-5 charter schools and engagement with families and community partnerships.</p>		

Action #	Title	Description	Total Funds	Contributing
3	Ensure Access to Safe and Well-Maintained School Facilities Conducive to Student Learning	<p>For the 2023-24 school year, WHS will combine its Senior Academy and 9-11th grades into one site in the City of Bell.</p> <p>To maintain a safe school environment, WHS employs 2 campus aides. All staff participates in Safe Schools training in August and to include student training materials (bullying, school climate, health protocols).</p> <p>WHS strives to provide all students and staff with a safe and clean school facility site. The school administers an annual Facility Inspection Tool (FIT) report and will immediately address all issues/findings. Custodial needs are met through 2 custodial staff. Clean, well-organized classrooms that are conducive to learning are a required for all teachers. We expect classrooms to be print-rich, with bulletin boards displaying current student work.</p> <p>The Safe Schools Plan is a living document, constantly reviewed and improved upon as needed. School safety is paramount to the physical and emotional well-being of students.</p>	\$618,471	N

Goal Analysis for 2022-23

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

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

There are no substantive differences in planned actions or implementation.

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

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

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

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

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

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

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 23-24

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$1,131,293	\$134,892

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
28.06%	0%	\$0	28.06%

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 reviewing various data sources and a Needs Assessment. After assessing the needs, conditions, and circumstances of our English Learners, low-income and Foster Youth students, we assessed that student needed additional supports with building foundational literacy and math skills. The data reinforced that the critical need to address unfinished learning as a result of the pandemic. WHS administers NWEA MAP assessments as universal screeners aligned to its Multi-tiered System of Supports (MTSS); and provide tiered academic support built into the instructional day and offered after-school, that include the following actions that will be effective in meeting the goals for Unduplicated Pupils.

- *Goal 1, Academic Intervention Programs*
- *Goal 1, Multilingual Learner Support*
- *Goal 2, Longer school day, longer school year*
- *Goal 2, Professional development/coaching to build teacher capacity*

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 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). 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.

WHS offers a Summer Intervention Program to address ELA/Math gaps, and Credit Recovery through Apex. Another area of concern on the CA School Dashboard 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 will have access to supplemental programs 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 WHS HS FY 22-23 LCAP tab, Column H for all S&C funded items

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	[Provide ratio here]	28
Staff-to-student ratio of certificated staff providing direct services to students	[Provide ratio here]	12.44

23-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 2,699,211	\$ 59,694	\$ -	\$ 159,112	2,918,017	\$ 1,907,558	\$ 1,010,459

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Implement Multiple Assessments to Monitor Student Growth and Progress		\$ 3,460	\$ -	\$ -	\$ -	\$ 3,460
1	2	Addressing Academic Needs to Accelerate Learning through Staffing and Intervention		\$ 110,201	\$ -	\$ -	\$ 33,477	\$ 143,678
1	3	Implementation of Supplemental Curriculum		\$ 500	\$ -	\$ -	\$ 32,877	\$ 33,377
1	4	Strengthen Multilingual Learner Programs and Services		\$ 128,688	\$ 1,509	\$ -	\$ -	\$ 130,197
1	5	Services to Support Students with		\$ 299,865	\$ -	\$ -	\$ -	\$ 299,865
1	6	Broad Course of Study and CTE		\$ 38,257	\$ 8,680	\$ -	\$ 1,193	\$ 48,130
1	7	College Counseling Program		\$ 143,000	\$ -	\$ -	\$ -	\$ 143,000
2	1	School Leaders and Teachers to Support the Educational Program		\$ 1,129,584	\$ -	\$ -	\$ -	\$ 1,129,584
2	2	Professional Learning and Instructional Coaching		\$ -	\$ 32,100	\$ -	\$ 45,150	\$ 77,250
2	3	Cohesive, Standards Aligned Core Curriculum		\$ 7,159	\$ 17,405	\$ -	\$ -	\$ 24,564
3	1	Promote positive school climate and culture		\$ 243,194	\$ -	\$ -	\$ 21,415	\$ 264,609
3	2	Meaningfully engage families through increased participation, input and shared decision making		\$ 1,831	\$ -	\$ -	\$ -	\$ 1,831
3	3	Safe and well-maintained school facilities conducive to student learning		\$ 593,471	\$ -	\$ -	\$ 25,000	\$ 618,471
				\$ -	\$ -	\$ -	\$ -	\$ -

23-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 4,032,193	\$ 1,131,293	28.06%	0.00%	28.06%	\$ 1,673,144	0.00%	41.49%	Total:	\$ 1,673,144
								LEA-wide Total:	\$ -
								Limited Total:	\$ -
								Schoolwide Total:	\$ 1,673,144

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Implement Multiple Assessments to Monitor	No	Schoolwide		HS	\$ -	0.00%
1	2	Addressing Academic Needs to Accelerate	No	Schoolwide		HS	\$ -	0.00%
1	3	Implementation of Supplemental Curricular	Yes	Schoolwide	All	HS	\$ 500	0.00%
1	4	Strengthen Multilingual Learner Programs ;	No	Schoolwide		HS	\$ -	0.00%
1	5	Services to Support Students with Disabiliti	Yes	Schoolwide	All	HS	\$ 299,865	0.00%
1	6	Broad Course of Study and CTE	No	Schoolwide		HS	\$ -	0.00%
1	7	College Counseling Program	No	Schoolwide		HS	\$ -	0.00%
2	1	School Leaders and Teachers to Support tl	Yes	Schoolwide	All	HS	\$ 1,129,584	0.00%
2	2	Professional Learning and Instructional Co	No	Schoolwide		HS	\$ -	0.00%
2	3	Cohesive, Standards Aligned Core Curricul	No	Schoolwide		HS	\$ -	0.00%
3	1	Promote positive school climate and culture	Yes	Schoolwide	All	HS	\$ 243,194	0.00%
3	2	Meaningfully engage families through incre	No	Schoolwide		HS	\$ -	0.00%
3	3	Safe and well-maintained school facilities c	No	Schoolwide		HS	\$ -	0.00%
							\$ -	0.00%

LCFF Budget Overview for Parents

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

CDS Code: 19 10199 0135582

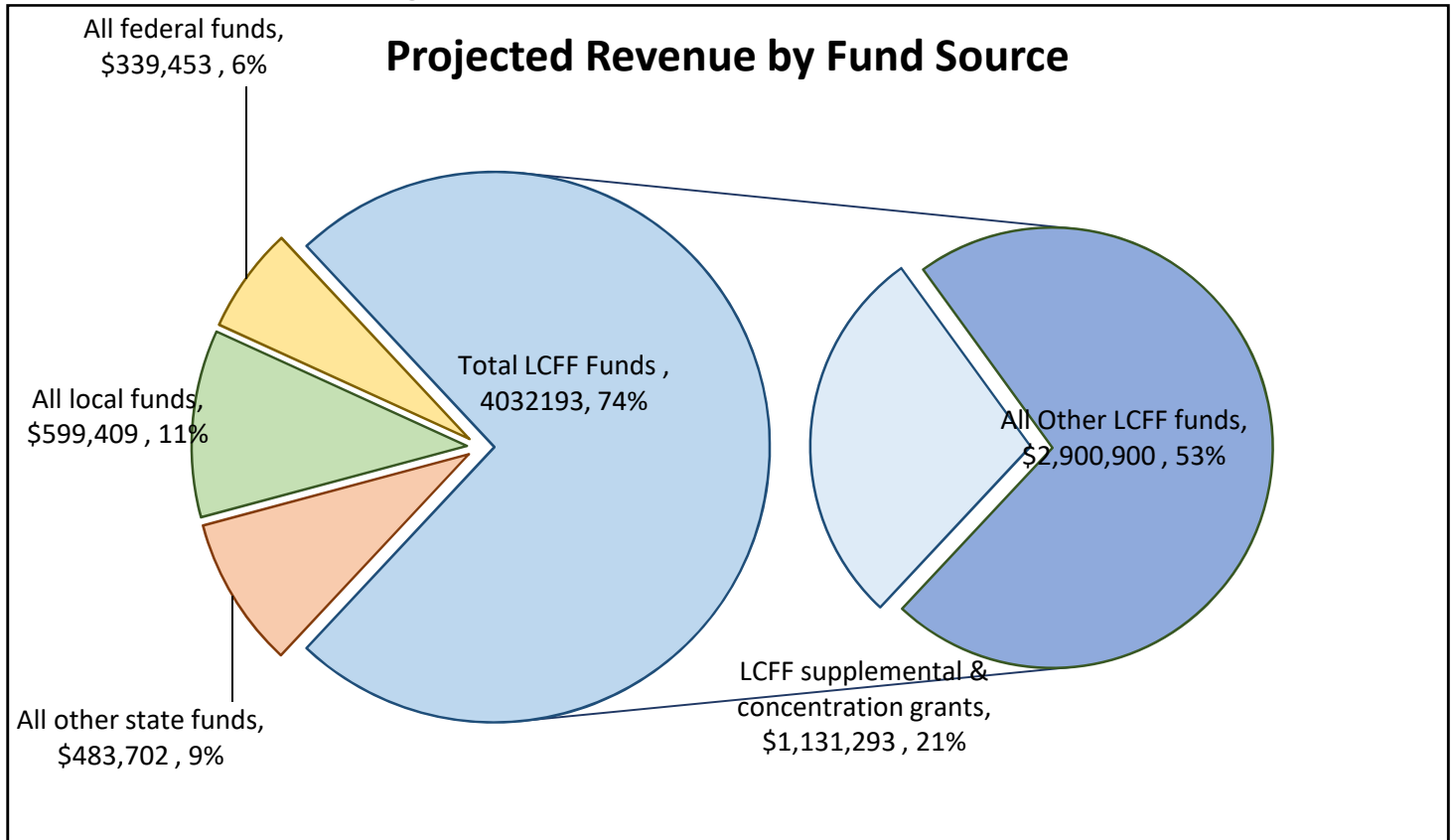
School Year: 2023-24

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

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

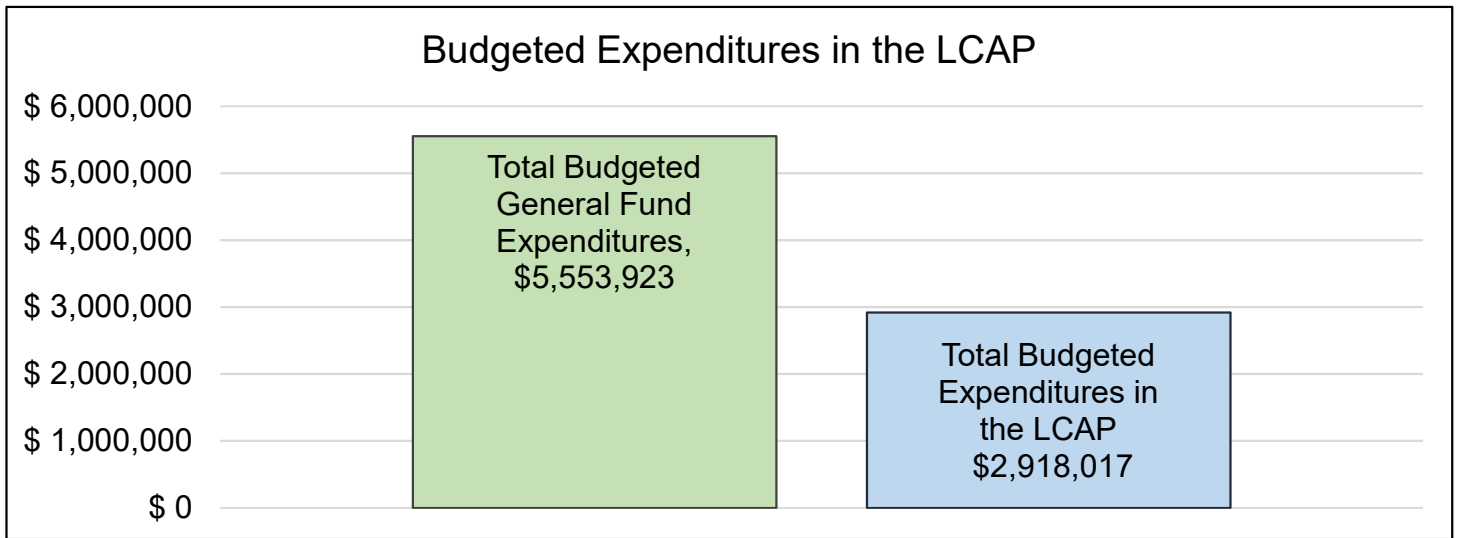


This chart shows the total general purpose revenue Russel Westbrook Why Not? High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Russel Westbrook Why Not? High School is \$5,454,757.00, of which \$4,032,193.00 is Local Control Funding Formula (LCFF), \$483,702.00 is other state funds, \$599,409.00 is local funds, and \$339,453.00 is federal funds. Of the \$4,032,193.00 in LCFF Funds, \$1,131,293.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

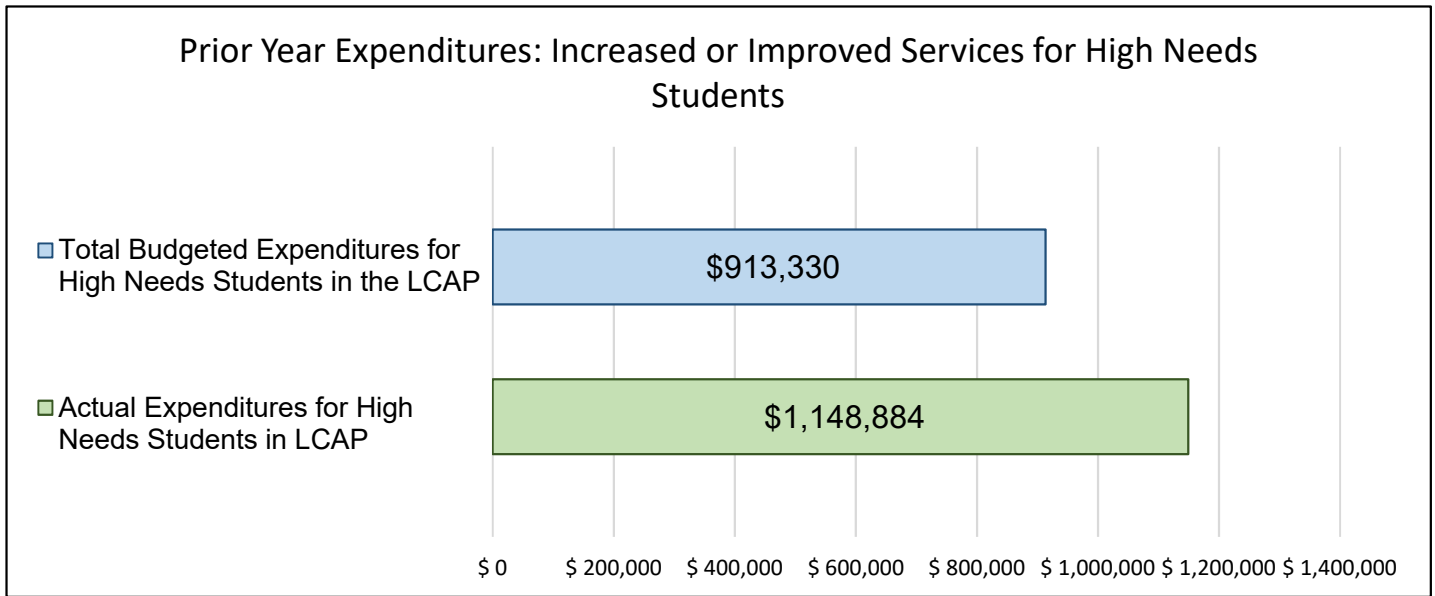
The text description of the above chart is as follows: Russel Westbrook Why Not? High School plans to spend \$5,553,923.00 for the 2023-24 school year. Of that amount, \$2,918,017.00 is tied to actions/services in the LCAP and \$2,635,906.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2023-24, Russel Westbrook Why Not? High School is projecting it will receive \$1,131,293.00 based on the enrollment of foster youth, English learner, and low-income students. Russel Westbrook Why Not? High School must describe how it intends to increase or improve services for high needs students in the LCAP. Russel Westbrook Why Not? High School plans to spend \$1,673,144.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2022-23, Russel Westbrook Why Not? High School's LCAP budgeted \$913,330.00 for planned actions to increase or improve services for high needs students. Russel Westbrook Why Not? High School actually spent \$1,148,884.00 for actions to increase or improve services for high needs students in 2022-23.