2021-22 LCAP

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	Watts Learning Center
CDS code:	19647336114912
LEA contact information:	Kelly Baptiste, 323-754-9900
Coming School Year:	2021 – 22
Current School Year:	2020 – 21

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

Projected General Fund Revenue for the 2021 – 22 School Year	Amount
Total LCFF funds	$ 4,200,049
LCFF supplemental & concentration grants	$ 1,070,635
All other state funds	$ 806,786
All local funds	$ 248,693
All federal funds	$ 1,312,556
Total Projected Revenue	$ 6,568,084

Total Budgeted Expenditures for the 2021 – 22 School Year	Amount
Total Budgeted General Fund Expenditures	$ 6,527,882
Total Budgeted Expenditures in the LCAP	$ 5,085,621
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 1,070,635
Expenditures not in the LCAP	$ 1,442,261

Expenditures for High Needs Students in the 2020 – 21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$ 740,591
Actual Expenditures for High Needs Students in Learning Continuity Plan	$ 1,067,903

Not for Inclusion with the Template

LCFF Budget Overview for Parents: Narrative Responses

LCFF Budget Overview for Parents Narrative Responses Sheet

Required Prompt(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include, benefits, district oversight fee, general insurance, other fees and services, depreciation and auxiliary salaries. In addition, some expenses included within are also capitalized assets and will not be recognized until later years.
A prompt may display based on information provided in the Data Input tab.	[Respond to the prompt here; if there is no prompt a response is not required.]
A prompt may display based on information provided in the Data Input tab.	[Respond to the prompt here; if there is no prompt a response is not required.]

Not for Inclusion in the Template

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Watts Learning Center
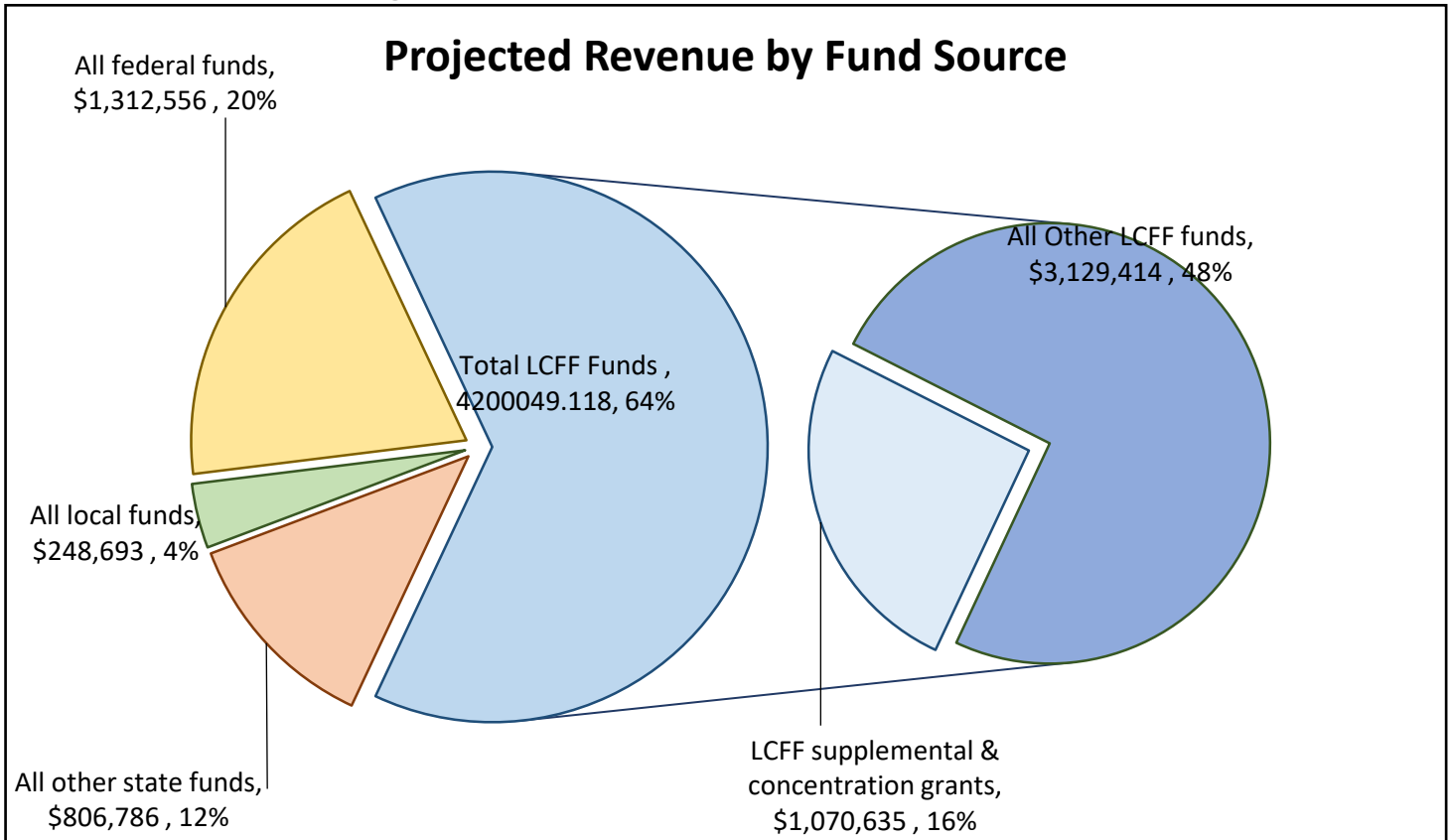
CDS Code: 19647336114912

School Year: 2021 – 22

LEA contact information: Kelly Baptiste, 323-754-9900

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 2021 – 22 School Year

Projected Revenue by Fund Source

All federal funds, $1,312,556 , 20%

All Other LCFF funds, $3,129,414 , 48%

Total LCFF Funds , 4200049.118, 64%

All local funds, $248,693 , 4%

All other state funds, $806,786 , 12%

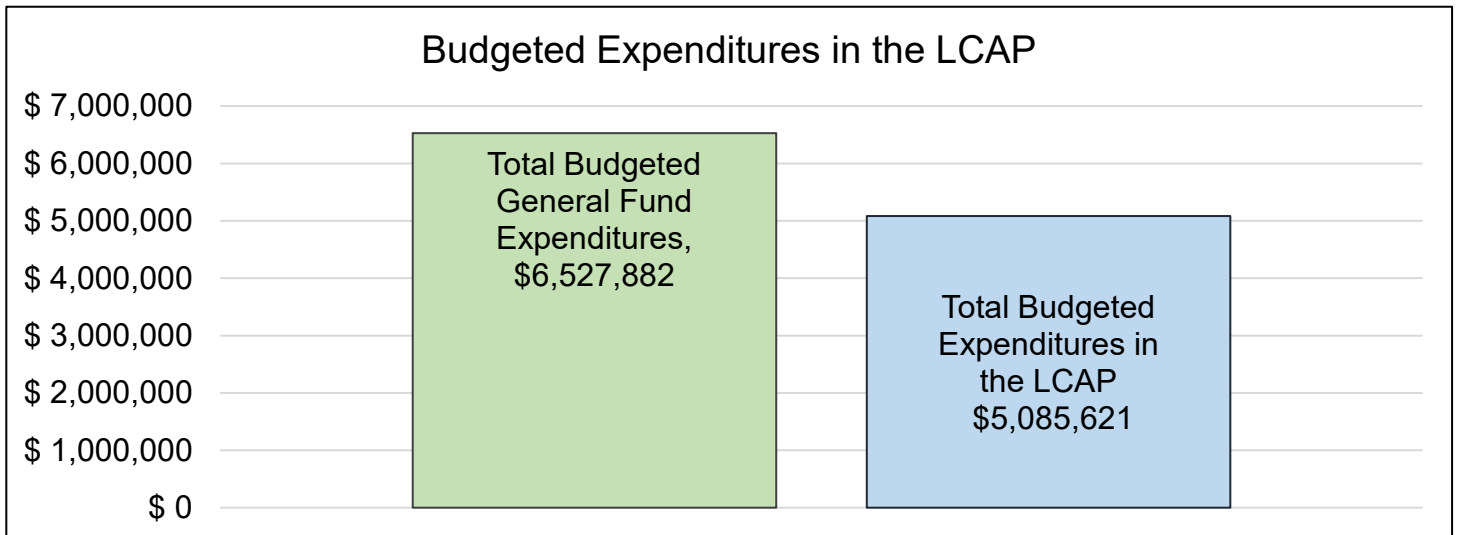LCFF supplemental & concentration grants, $1,070,635 , 16%

This chart shows the total general purpose revenue Watts Learning Center expects to receive in the coming year from all sources.

The total revenue projected for Watts Learning Center is $6,568,084.21, of which $4,200,049.12 is Local Control Funding Formula (LCFF), $806,785.79 is other state funds, $248,692.90 is local funds, and $1,312,556.40 is federal funds. Of the $4,200,049.12 in LCFF Funds, $1,070,635.12 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.

Budgeted Expenditures in the LCAP

$ 7,000,000	
$ 6,000,000	Total Budgeted General Fund Expenditures, $6,527,882
$ 5,000,000	Total Budgeted Expenditures in the LCAP $5,085,621
$ 4,000,000	
$ 3,000,000	
$ 2,000,000	
$ 1,000,000	
$ 0	

This chart provides a quick summary of how much Watts Learning Center plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.
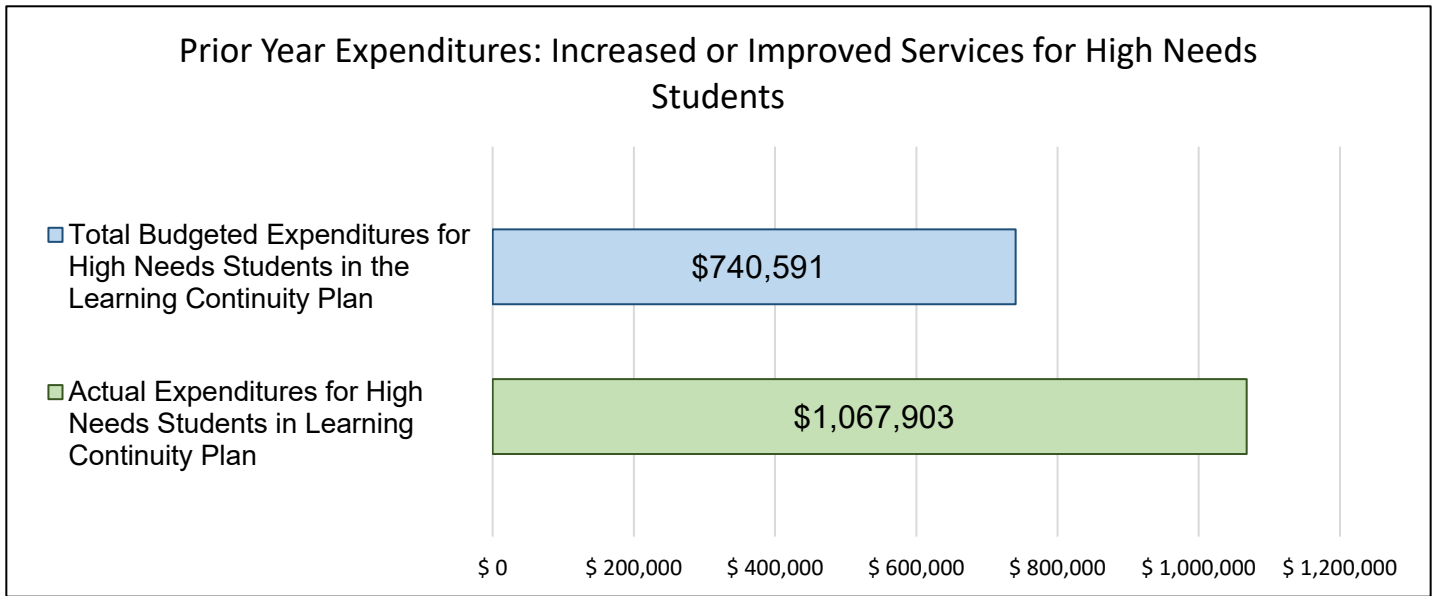
Watts Learning Center plans to spend $6,527,882.12 for the 2021 – 22 school year. Of that amount, $5,085,621.00 is tied to actions/services in the LCAP and $1,442,261.12 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include, benefits, district oversight fee, general insurance, other fees and services, depreciation and auxiliary salaries. In

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Watts Learning Center is projecting it will receive $1,070,635.12 based on the enrollment of foster youth, English learner, and low-income students. Watts Learning Center must describe how it intends to increase or improve services for high needs students in the LCAP. Watts Learning Center plans to spend $1,070,635.12 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 2020 – 21

Prior Year Expenditures: Increased or Improved Services for High Needs Students

- Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan: $740,591
- Actual Expenditures for High Needs Students in Learning Continuity Plan: $1,067,903

$ 0 $ 200,000 $ 400,000 $ 600,000 $ 800,000 $ 1,000,000 $ 1,200,000

This chart compares what Watts Learning Center budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Watts Learning Center estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Watts Learning Center's Learning Continuity Plan budgeted $740,590.60 for planned actions to increase or improve services for high needs students. Watts Learning Center actually spent $1,067,902.79 for actions to increase or improve services for high needs students in 2020 – 21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Watts Learning Center Charter School	Kelly Baptiste, Director	kbaptiste@wattslc.org 323.754.9900

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Implement a schoolwide Multi-tiered System of Supports (MTSS) utilizing multiple forms of data to identify the academic, social-emotional and/or behavioral needs of our students; inform instructional decisions; to improve academic outcomes for all students (schoolwide & student groups). Continue to use data to support professional learning for all educators, paraprofessionals and Leadership Team.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 4, 5, 7, 8

Local Priorities: 1

Annual Measurable Outcomes

Expected	Actual
Annual Growth on CAASPP ELA distance from Level (DFL) 3 Scale Scores: Grades 3-5	As a result of Governor's Executive Order N-30-20 suspending standardized testing for students in response to COVID-19 Outbreak, CAASPP ELA Assessment was not administered. See "Analysis" section for NWEA MAP reading assessments that were administered to monitor student academic progress.

Expected	Actual
Annual Growth on CAASPP Math distance from Level (DFL) 3 Scale Scores: Grades 3-5	As a result of Governor's Executive Order N-30-20 suspending standardized testing for students in response to COVID-19 Outbreak, CAASPP Math Assessment was not administered. See "Analysis" section for NWEA MAP Math assessments that were administered to monitor student academic progress.
Increase Attendance Rates: >95%	2019-20: 95.9%
Decrease Chronic Absenteeism rates: (0.5% decline annually)	2019-20: 10%
% Students Including UP & SWD with access and enrolled in a broad course of study:	2019-20: 100%
Increase % of Grade 5 Students meeting 6 of 6 Healthy Fitness Zone (HFZ) Areas on PFT	As a result of Governor's Executive Order N-30-20 suspending standardized testing for students in response to COVID-19 Outbreak, PFT was not administered.
Administer Facility Inspection Tool (FIT): Score Good or Better	2019-20: Good
CA Science Test (CAST): Grade 5	As a result of Governor's Executive Order N-30-20 suspending standardized testing for students in response to COVID-19 Outbreak, CA Science Test was not administered.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
STAFF TO SUPPORT SCHOOL'S PROGRAM Watts Learning Center – Elementary School will employ 15 teachers that are appropriately credentialed and assigned teachers and a School Director. Watts Learning Center – Elementary School instructional program includes a longer school year and longer school day with instructional minutes that exceed the CA State requirement as outlined in the following chart below.	$1,360,707 LCFF Base 1000, 3000	$1,302,615

INSTRUCTIONAL TIME REQUIREMENTS				
	DAYS	TK/K	1-3	4-5
CA REQURED:	175	36,000	50,400	54,000
WLC - ELEM.	180	61,520	61,520	61,520
DIFFERENCE	+5	+25,520	+11,120	+7,520

Our school offers 180 instructional days; that includes 25,520 additional instructional minutes for grades TK/K, 11,120 additional instructional minutes for grades 1-3; additional 7,520 instructional minutes for grades 4-5.

Teachers will attend 10 days of Summer Professional Development, (3) additional non-instructional days during the academic year for professional development and data analysis, and weekly (2 Wednesdays/month, and 1 Friday/month) professional development during the academic school year.

ASSESSMENTS

Watts Learning Center – Elementary School staff will continue to implement multiple types of assessments, in order to monitor each student's: academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed.

- NWEA MAP Assessment in ELA, Math for Grades 3-5
- Interim Assessment Blocks (IAB)
- Formative & Summative assessments
- Unit assessments: Journeys & Singapore Math
- OLSAT: Gate Test
- ESGI: Placement test for TK/K (placement and intervention)

In addition, Watts Learning Center – Elementary School will administer the following state-mandated assessments:

- ELPAC: Initial & Summative for ELL
- CAASPP: ELA & Math – Grades 3-5
- CA Science Test: Grades 5
- Physical Fitness Test (PFT): Grade 5

$7,025

LCFF Base

4000

$5,025

STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTION:	$765,132 1. LCFF S&C ($365,567) 2. Title I ($185,442) 3. ASES ($208,745)	$455,566

STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTION:

Watts Learning Center – Elementary School will continue to align academic interventions to core instruction; and grade level content to ensure all students including unduplicated students, are on track towards grade level mastery, in order to narrow any achievement gaps.

$765,132

1. LCFF S&C ($365,567)

2. Title I ($185,442)

3. ASES ($208,745)

1. 1000, 2000, 3000, 4000, 5000

The School Director will provide our teachers with instructional coaching, through classroom observations, and feedback, that will be ongoing throughout the school year. Students who struggle academically will receive academic support from the 2 Intervention Specialists (credentialed) (Funded with Title I), and (7) Instructional Aides (1 funded with Title I), during the instructional day. In addition the Intervention Specialist will analyze student achievement data; and present data to teachers during professional development; and will coach Instructional Aides.

2. 1000, 2000, 3000

3. 5000

The following web-based programs:

- Reading A-Z/Raz Kids
- Zingy Science
- Brain Pop
- Mentoring Minds: ELA & Math, from the MIND Institute in combination with Journey's will also be used a supplemental programs including Performance Tasks.
- Achieve 3000
- Novels/books
- Accelerated Reader
- ST Math

Students who struggle academically will be referred to after-school tutoring led by 6 credentialed teachers, In-House Substitutes, and/or an Intervention Specialist 2 days/week for 2 hours over a 10-week block (2). This targeted intervention will be offered twice per year.

Our students will have access to our after-school academic and social enrichment program (ASES) contracted with STAR to provide literacy enrichment. An additional component to this program is offered to 60 additional students (Nira Long Program).

$455,566

Targeted students (identified based on NWEA MAP, Accelerated Reader, & CAASPP ELA & Math results0 will be referred to the 10-week Saturday School Academy, which will be led by 6 credentialed teachers, In-House Substitutes, and/or an Intervention Teacher. In order to avoid the summer slide, our school will offer a 4-week intensive Summer School Program in ELA, Math, led by 7 credentialed teachers, and (4) Instructional Assistants, that will be based on findings from NWEA MAP, 3rd trimester, academic grades, and teacher referral. Students in Summer School will also participate in an Engineering/Science Title I Program (Engineer Factory - vendor) to support the implementation and exposure to NGSS. Employ Substitutes (2) (credentialed teachers) - small group instruction for identified students performing below grade level; relieving teachers for teacher observations/coaching and planning.		
COURSE ACCESS: In order to prepare all students for the careers of the 21st century, it is critical that our school provide students with access to a broad course of study (science, history) and the following: • Yoga: Grades 1-5 • Recorder: Grades 2-5 • Engineering, Robotics, Coding • Choir • Physical Education Health & Nutrition • Master Arts Program According to a meta-analysis study of the impact of the Arts in Learning, conducted by UCLA, found that students in high arts involvement performed better in standardized assessments than students in low arts involvement. Learning experiences in the arts contribute to the development of academic skills, including the areas of reading and language development and mathematics. Children learning to read and write must also be able to associate letters, words and phrases with sounds, sentences and phrases.	$156,723 LCFF S&C 2000, 3000, 4000, 5000	$122,344
FACILITIES The following actions and services are required in order to: ensure a safe, and well-maintained school facility; and appropriate classroom space to implement	$563,938 1. LCFF Base ($248,938)	$551,498

the school's program: • Facility Leasing Costs • Upgrades/repairs/maintenance: Playground repairs, fencing, installation of gates and locks, lighting • Administer annual FIT report	2. SB740 ($315,000) 1. 2000, 3000, 5000 2. 5000	
STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION: Watts Learning Center – Elementary School will continue to implement MTSS schoolwide led by the Assistant Principal. Our school will continue with continuing to implement Positive Behavior Intervention Support (PBIS) through the CHAMPS Program, an alternatives to suspension to improve school climate, behavior, and reduce suspension rates. The school's counselor will provide social-emotional counseling and facilitate SE groups. Also, the Behavioral Specialist Aides will work with select students identified by the Assistant Principal and/or Counselor. Will continue to provide "A Beautiful Me," a girl's self-actualization group for grade 4-5 girls will continue this year. Girls' self-esteem peaks at age 9, and A Beautiful Me works proactively to grow our youth to be confident young ladies. It fosters self-esteem in girls through outcome-based workshops, and programs. Doby Boys: Train of thought Program for boys to address Self-esteem, self-regulation, and Spoken Word.	$267,871 LCFF S&C 1000, 2000, 3000, 5000	$200,340
STAFFING, SERVICES & PROGRAM TO SERVICE SWD STUDENTS: The Principal and Resource Specialist will be 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. Watts Learning Center – Elementary School's program will provide improved outcomes and close the achievement gap for students with disabilities, and will coordinate, design, and provide for specialized and age-appropriate programs, services and supports for students. Program services will include providing Special education teachers, Instructional Assistants and support staff.	$307,290 1. SPED ($287,745) 2. LCFF Base ($19,478) 1. 1000, 2000, 3000, 5000 2. 5000	$246,308

Watts Learning Center – Elementary School's RSP Teachers will provide quality professional development opportunities for both certificated and classified staff to build capacity in providing high quality instructional opportunities for students with disabilities and administrator support training focused on understanding and leading high quality Individual Education Plans (IEPs) and translating those IEPs into high quality rigorous instruction for students with disabilities.		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The following are the material differences between budgeted expenditures and estimated actual expenditures for Goal 1:

- Action 2: state mandated assessments and OLSAT Gate testing did not take place.

- Action 3: Accelerated Reader did not occur

- Action 3: Summer school academy and Summer School 4-week intensive did not occur as a result of the governor's executive order to close schools.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

On March 4, 2020, Governor Gavin Newsom declared a State of Emergency to help the state prepare for broader spread of COVID-19. This prompted the Administrative Team at Watts Learning Center Elementary and Middle Charter Schools to initiate the planning for school closure, development of a Distance Learning Plan; identify Professional Development Needs for our teachers; Implement a Technology Needs Assessment; and identity/provide resources to support students and families. This planning process was then discussed at the March 12th Governing Board meeting.

Approximately 98% of students at Watts Learning Center Charter School are Unduplicated Pupils (Low Income, English Learner, Foster Youth). The following is a description of the services that were provided for our Unduplicated Pupils (UP).

For English Learners: All ELs received designated and integrated English Language Development (ELD) by their teacher. Our teachers have embedded the ELD curriculum with Journey's ELA Curriculum. ELs accessed Learning AZ and Rosetta Stone to support English Language Acquisition. Teachers used videos to scaffold student learning. ELs engaged in distance learning through academic discourse with their peers. Students discussed problems and literature in online platforms including Google Meets and Zoom. ELs also engaged digitally in writing using a variety of media and digital platforms. ELs also presented projects orally using PowerPoint presentations and typed texts. Teachers and Instructional Aides provided academic support/intervention during office hours through small group and one-

on-one instruction. Bilingual staff communicated with families of English Learners to provide them with updates on their child's academic progress; provide strategies to support their child at home during distance learning and to answer any questions.

The Principal serves as the Foster Youth and Homeless Liaison and conducted check-ins on a regular basis and ensured they were provided with a Chromebook, Wi-fi Hotspot, meals, groceries and social-emotional support. In addition, the foster youth liaison at LACOE was contacted to ensure community resources were provided to our foster youth.

For Low-income: The parent Coordinator and support staff conducted weekly welfare check-ins with families and provided them with community resources. Resources provided include but are not limited to Wi-Fi Hotspot, Food Bank locations, free daily Grab and Go meals, funds for groceries/food, and assistance with the Pandemic EBT application.

All Unduplicated Pupils received academic support/intervention from the Reading and Math Intervention Specialist via Google Classroom, whose focus was on vulnerable student groups and students who struggled academically. Teachers and Instructional Aides also provided small group instruction and support during office hours. Our students also had access to after-school Intervention. Social/emotional support was provided by the school support staff and counselor. A Google Parent Classroom was created to provide community resources and so they can access their child's Google Classroom. ELAC and Parent workshops continued to take place during Distance Learning.

For Students with Disabilities (SWD): A letter was issued to all families with Students with Disabilities via U.S. Mail and electronically providing the information on the transition to Distance Learning as a result of COVID19 School Closure and the methods by which the school would continue to deliver high quality educational opportunities to SWD though other options, such as distance learning and align its program to the extent practical to Students with Disabilities, including but not limited to, Section 504 of the Rehabilitation Act of 1973 ("Section 504"), Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the IDEA. The Educational Specialist provided push-in and pull-out during General Education Zoom sessions and consulted and collaborated with general education teachers to provide support. The Educational Specialists and Resource Teams held designated resource lab times using Google Hangout and Zoom. SWD were provided modifications/accommodations based on their IEP. Additional related service providers were provided in a virtual setting (Zoom) to the extent possible.

Goal 2

Continue to develop and implement a comprehensive, coherently focused, schoolwide Professional Development Plan that supports all teachers to improve the quality and delivery of a standards-aligned and rigorous instructional program, that includes differentiation to address the diverse learning needs of all students (English Learners, Students with Disabilities), and that engages all learners in order to close the achievement gap among all student groups.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4

Local Priorities: 1, 2

Annual Measurable Outcomes

Expected	Actual
% of students that will have access to standards-aligned instructional materials:	2019-20: 100%
Implementation of academic content standards will improve to "Full Implementation" (Level 4) or "Full Implementation and Sustainability" (Level 5) for all students, including access for English Learners, as measured by the Local Indicator rubric.	**OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS** |	2019-20 | |---|---| ELA: 4, ELD: 4, MATH: 4, NGSS: 4, HISTORY: 4, PHYSICAL ED.: 4, VAPA: 3
% of teachers who are appropriately credentialed and assigned.	2019-20: 93%
% of EL who progress in English Proficiency:	2019-20: 51.9% Medium (Fall 2019 CA School Dashboard ELPI
Increase English Learner reclassification rate: 35%	2019-20: 14%

The CDE Reflection Tool table:

OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS	
	2019-20
ELA	4
ELD	4
MATH	4
NGSS	4
HISTORY	4
PHYSICAL ED.	4
VAPA	3

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures

PROFESSIONAL DEVELOPMENT Watts Learning Center – Elementary School provides all teachers with evidence based professional development aligned to the CA State Standards, school's mission and educational program and targeted to meet the needs of our students. The focus this year will primarily include the following topics: • Kagan Structures • Center for Council • Thinking Maps • RELAY: Graduate School of Education Leadership Training (Ongoing Principal coaching) (Funded with Title II) • Classroom management training (Coaching from LACOE) • Induction costs: to maintain appropriately credentialed teachers and increase teacher retention rates Our school will employ an Instructional Coach to provide coaching and professional development on evidence-based instructional strategies for teachers in grades K-2. In addition, members of our staff will be provided with the opportunity to attend conferences, and workshops that include: • CACSWA Conference • CCSA Conference • ELPAC Institute • National Charter School Conference • CAASPP • Kindergarten Conference	$46,100 1. Title II ($20,254) 2. LCFF S&C ($20,500) 3. LCFF Base ($5,346) 5000	$20,049
STAFFING, SERVICES & PROGRAM TO SERVICE ELL STUDENTS: The Principal and Leadership Team will review and revise the EL Master Plan to align with the ELPAC; CDE/SBE Reclassification criteria, and ELD curriculum (in order to ensure that all ELs receive appropriate, adequate and targeted designated and integrated ELD instruction across all grade levels. The Interventionist (identified in Goal 1, Action 3) will provide EL students with additional academic	$4,600 LCFF Base 4000	$0

support and intervention through push-in and small group instruction. Our school will subscribe to Rosetta Stone to support language acquisition.		
CORE CURRICULUM TO BE PURCHASED: Every student has access to standards-aligned curriculum. Watts Learning Center – Elementary School will purchase the following curriculum: • Journeys Consumables • Singapore Math consumables • Time for Kids: Social Studies • Will research NGSS Science Curriculum for purchase and implementation	$23,910 LCFF Base 4000	$33,400
TECHNOLOGY Watts Learning Center – Elementary School has successfully implemented a 1:1 student to device ratio, and teachers utilize Google Apps for Education (GAFE). Annually our school's Principal will conduct a technology needs assessment for future purchases of Chromebooks, technology devices, etc. but will continue with Hapara subscription. In addition, our school will continue to contract IT services technical support, installation and maintenance of equipment and ensure all devices are ready for state testing and student use.	$31,200 LCFF Base 1000, 3000, 4000, 5000	$11,643

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The following are the material differences between budgeted expenditures and estimated actual expenditures for Goal 2:

- Action 1: Conference scheduled for Spring 2020 were cancelled and as a result of the Governor's Executive Order N-26-20 resulting in school closure due to COVID-19 pandemic.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

In order to expeditiously contact all families, to conduct a technology needs assessment, each staff member at our school was assigned a group of students/families to call, to identify technology and internet use needs, inform families of grab and go meal distribution, including shelter. By Monday, March 16th we started the distribution of Chromebooks at our school site. Delivery service of devices and/or Wi-Fi hotspots for those families unable to participate in our site distribution took place the following week. Families were asked to complete the Technology Device Loan Agreement, upon receiving a Chromebook for Distance learning. 100% of students were provided with a school-issued Chromebook. Information on where to obtain free internet service was disseminated to families and uploaded to our school's website. Our school's administration has received positive parent feedback on the prompt implementation of Distance Learning and dissemination of Chromebooks. A series of "how-to" videos were created in English and Spanish on accessing Google Classroom, Zoom and web-based applications, for parents and students.

Watts Learning Center provided its teachers with extensive professional development training on setting up and utilizing Google Classrooms as part of Distance Learning; and implementing engaging Zoom meetings which continued during school closure. A team of teachers and staff were trained by our Tech Specialist to provide tech support for teachers, students and parents, as needed. All trainings were recorded

The development of the Distance Learning Plan took place that included synchronous and asynchronous instruction, student/parent and staff expectations and a shift in the roles and responsibilities of ours staff to support the needs of our students. Teachers collaborated in grade level teams to develop relevant and accessible assignments for their students. Teachers created Google Classrooms with daily schedules for all students.

Every morning the Principal and Assistant Principal led a staff-wide morning huddle aimed at developing connections among school staff and in order to maintain a continuity of learning. An additional huddle took place each afternoon led by teachers, with a focus to stay connected on student wellness, and discuss student/family needs. This practice was essential in creating a sense of comradery and high expectations among all staff, during challenging times.

Watts Learning Center Charter School implemented the following curriculum through **synchronous and asynchronous** modes of instruction using Google Classroom as the learning platform and Zoom meetings. Teachers created assignments on Google Classroom and set guidelines for submitting assignments. Students received daily schedules from teachers with deadlines. Google Classroom marks completed assignments with a timestamp indicating when the assignment was completed.

Goal 3

Engage parents, families, and members of the community as partners through communication and education to support student academic achievement and provide a safe, supportive, inclusive, and positive learning environment.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 6

Local Priorities: 3, 6

Annual Measurable Outcomes

Expected	Actual
Parent involvement through input in decision-making via SSC, ELAC & PTC. (See Action 2)	2019-20: 0utcome Met
Parent involvement will include opportunities for participation in programs for unduplicated students. (See Action 3)	2019-20: 0utcome Met
Suspension rates: <2%.	2019-20: 0%
Maintain expulsion rates <1%.	2019-20: 0%
Increase participation rate on parent survey:	2019-20: 87%
Increase participation rate on student survey:	2019-20: 53%
Increase participation rate on staff survey:	2019-20: 42%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE STUDENT ENGAGEMENT, A POSITIVE SCHOOL CLIMATE & PROVIDE SAFE SCHOOL ENVIRONMENT:	$27,340 LCFF Base 1000, 3000, 5000	$24,717

Watts Learning Center – Elementary School will implement the following to increase student engagement, positive school climate, and provide a safe school environment: • Daily morning program: Chess Tutors (ASES) • Continue to implement GATE Program: led by the GATE Coordinator, including testing. • Field trips that will provide students with experiential learning opportunities • Host monthly CHAMPS Assembly: where the school acknowledges students who exude a Champ behavior and students earn CHAMP cards which are then placed in a treasure box. On a weekly basis 5 names are drawn/selected and they receive an award. Will invite guest speakers during CHAMPS assembly • Annually review/revise/implement the Comprehensive School Safety Plan. • Annually administer student, parent, and staff survey (Panorama).- social-emotional universal screener. • Yard Supervision Aides • Purchase security devices for installation and implementation. • Subscribe to Raptor Visitor Management Software to track visitors.		
METHODS BY WHICH PARENTS PARTICIPATE IN DECISION-MAKING: In order to promote and elicit parent input in decision-making, Watts Learning Center –Elementary School will host and facilitate SSC, and ELAC Meetings during the school year with annual elections to include parents, staff, and teachers. Watts Learning Center –Elementary School will continue to adhere to the requirements of AB716, and the school's LCAP will serve as its School Plan for Student Achievement (SPSA). During the school year SSC and ELAC will provide input/feedback on the LCAP Actions/services and monitor annual measurable outcomes. This is an opportunity for parents and community members to provide input on student programs and the allocation of Title Funds. Parents can also have input in decision-making via the Parent Council.	No additional cost to school	$0

OPPORTUNITIES PROVIDED TO SUPPORT PARENT & COMMUNITY ENGAGEMENT & PARTICIPATION:	$74,310 LCFF Base 2000, 3000, 5000	$74,608
Watts Learning Center – Elementary School will provide all parents (including unduplicated students, and Students with Disabilities) with numerous opportunities to engage as partners in their child's education. Our Parent Coordinator will work diligently to improve parent engagement and participation in order to improve student outcomes. They include: • Coffee with the Principal to discuss schoolwide issues, and parent concerns. • Parent University: targeted workshops for parents, including PowerSchool training; CAASPP, ELPAC, Setting routines, positive parenting, Homework support, etc.) • Maintain school's website up-to-date for parents and community members • Promote parent involvement and volunteerism • Host annual parent appreciation event. • Staff will continue to use PowerSchool, Parent Square, and Class Dojo to communicate with families. • Host Parent University to educate parents/families on various issues		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

There were no substantive differences.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Throughout distance learning, our staff communicated with students/families on a regular basis via phone calls, Parent Square, and text messaging. Virtual parent meetings were scheduled by teachers and school staff to provide updates on their child's academic progress, and/or to address issues of a lack of student participation, when applicable. The Student Wellness Committee was developed to provide weekly updates to families/student via phone calls, especially for our vulnerable student groups. The Principal hosted Community Council to provide families with updates, and identify family needs. Modifications and/or changes were made to Distance Learning as needs and challenges were identified by parents, staff and students.

Training on accessing Google Classroom and web-based resources were provided to parents and students in English and Spanish. Our Director hosted Coffee with the Principal meetings in a virtual setting to provide updates on Distance Learning and served as a venue for parents to provide input and feedback on our program. As stated earlier, our Support Staff conducted weekly check-ins with families, especially for those students who did not actively participate and/or had missing assignments. Updates on Distance Learning and resources were sent to parents/families via Parent Square. The Parent Coordinator was instrumental in bridging gaps during distance learning.

Our school hosted two virtual Council Circles based on Restorative Justice – Center for Council) where parents shared with staff in a group setting the challenges they have faced and accomplishments during the pandemic. The Council Circles generated high parent participation and engagement. 99% of parents surveyed were satisfied with our school's seamless transition to distance learning and the methods and frequency by which our staff has communicated with families.

Students, staff and parents were surveyed to measure the effectiveness of our school's Distance Learning Program; and identify areas of strength and growth. Results will be shared with staff and parents and used to improve the effectiveness of our program. Distance Learning based as needs and challenges were identified by stakeholders that include but are not limited to recorded sessions, extended deadlines to complete assignments, and distributions of materials detailing community resources.

From March 16-27th - Watts Learning Center Charter School provided "Grab and Go" breakfast and lunch meals, via curbside pick-up, in a non-congregate setting, through a CDE waiver of the Summer Food Service Program (SFSP). Food distribution was moved to Watts Learning Charter Middle School's site (1 mile from our school site) to ensure CDC health and safety guidelines were met. Our school also provided families with a list of Los Angeles County Charter Schools and LAUSD Schools that distributed free "Grab and Go," meals, and this information was on our school's COVID-19 Resources webpage. Information on location, frequency, days and hours of operation were also provided on these links.

Watts Learning Center Charter School notified families of resources where they can seek and arrange for supervision of students during ordinary school hours. The notification letter with links to resources for Child Care for Essential Workers during COVID-19 Response was also uploaded to the school's website as a result of the Governor's Executive Order N-45-20. To date, no families have requested supervision of their child during school hours. Our school was unable to provide for supervision of students during ordinary school hours because our entire staff was providing support services for students via distance learning.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Principal & Teachers to provide instruction for all students: in-person/distance learning platform. Our school's daily instructional minutes far exceed the state's SB98 requirements of 180 minutes for TK/K; 230 minutes for Gr. 1-3; and 240 minutes for Gr. 4-5. Our school will provide a total of 180 instructional days (exceeds CA state requirement of 175 instructional days). In addition, all teachers participated in 13 days of intensive summer professional development (prior to the start of the 2020-21 school year); weekly 90- minute professional development during the academic year; and 3 non-instructional full days have been added to the 2020-21 school year for additional professional development for all teachers focused on data analysis of student work and assessment; and developing plans to improve student achievement across all student groups, and accelerate student learning, during the academic year. *20% of teacher salaries will be funded with LCFF Supplemental & Concentration funds (contributing column) and the remaining 90% with LCFF Base Funds. Total amount funded with LCFF S&C: $250,947*	$1,254,733	$1,571,833	*Y
Procurement of PPE equipment, additional supplies, materials, partitions, janitorial services for personal protection, hygiene, health & safety and disinfecting classrooms, school equipment, etc.	$22,045	$30,685	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Watts Learning Center Charter School did not provide in-person instruction.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Technology devices, wi-fi hotspots, internet, headsets, IT Consultant, Go Guardian installed in Chromebooks for security	$84,200	$245,132	N
SPED services and staffing. Our school's daily instructional minutes far exceed the state's SB98 requirements of 180 minutes for TK/K; 230 minutes for Gr. 1-3; and 240 minutes for Gr. 4-5.	$362,250	$342,259	N
Online core curriculum (subscription): Journeys ELA/ELD, ST Math, Studies Weekly, Mystery Science	$34,963	$49,132	N
Technology-based supplemental instructional materials including but not limited to: Google Classroom, Zoom, Mentoring Minds, Brain Pop, Kahoot, Epic Books, Spelling City, Zearn, Happy Numbers, Zingy, Prodigy math intervention, think UP! Itematica	$23,277	$16,861	Y
Enrichment/electives: Music, Choir, Yoga, Chess, Doby Boys, Girls Inc, Engineer Factory	$57,500	$67,805	Y
PowerSchool Student Information System with Parent Portal	$4,367	$3,275	N
Go Guardian	$2,740	$7,598	N
Hired 2 in-house substitutes	--	$36,528	Y
PE equipment for student use at home; desks for students	--	$27,639	N
PowerMyLearning for Professional Development: PD/coaching for teachers & parents (virtually): • Parents: "Parenting During #StayAtHome" and "Learning Together at Home" (English/Spanish)	--	$16,380	N

• Teachers: teaming up with families, beyond the exit ticket, building intentional relationships, new group work/student collaboration • Identified 7 teachers for one-to-one coaching w/Power My Learning			
Virtual Field trips: CA Science Center & Science Assembly	--	$1,650	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

<div style="background-color:#cfe2b8">

The following are the substantive differences between the planned actions and what was actually implemented:

- Hired 2 in-house substitutes

- PE equipment for student use at home; desks for students.

- PowerMyLearning for Professional Development: PD/coaching for teachers & parents (virtually):

- Parents: "Parenting During #StayAtHome" and "Learning Together at Home" (English/Spanish)

- Teachers: teaming up with families, beyond the exit ticket, building intentional relationships, new group work/student collaboration

- Identified 7 teachers for one-to-one coaching w/Power My Learning

- Virtual Field trips: CA Science Center & Science Assembly

</div>

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

<div style="background-color:#cfe2b8">

The following is an analysis of the distance learning program based on feedback from our stakeholders (staff, teachers, parents, students) including local/internal data that focus on the successes and challenges within the following elements encompassed in our school's 2020-21 Learning Continuity & Attendance Plan:

Continuity of Instruction:

- Successes: All students received daily synchronous and asynchronous instruction from 8am to 2:30pm. All students participated in daily morning huddles that included SEL checks by their teachers. All students were placed in heterogenous groups: Group A, B or C. All students received synchronous core instruction in the morning; asynchronous instruction in the morning; and synchronous

</div>

enrichment/electives in the afternoon. English learners received daily ELD. Teachers provided office hours (tutoring/academic support) 4 days per week (after-school).

- Challenges: Despite the engaging lessons delivered by our teachers, and ongoing check-ins with students and families a significant group of students were disengaged and/or not participating regularly.

Access to Devices & Connectivity:

- Successes: Prior to the start of the school year, our school administered a technology needs assessment to identify families that lacked technology and connectivity at home, and provided Chromebooks and headsets for all students. Students who lacked connectivity at home were provided a Wi-Fi Hotspots in order to access all curricular and instructional materials. In addition, tech support was provided via phone, Zoom meetings and by appointment.

- Challenges: Chromebooks were distributed successfully however we had challenges with student participation.

Pupil Participation & Progress:

- Successes: Significant planning took place during the summer to strengthen student attendance and participation by also focusing on social-emotional learning and implementation of morning meetings. Daily student attendance during distance learning improved. Our teachers received training on the SB98 attendance and participation tracking; and tiered reengagement strategies.

- Challenges: Despite numerous effort including implementing tiered reengagement strategies, our school struggled with student attendance, participation and engagement

Distance Learning Professional Development:

- Successes: All teachers and Instructional Assistants, participated in professional development (summer) prior to the start of the school year in addition to ongoing professional development during the academic school year. Our teachers have been adept at using multiple technology tools and platforms as a result of the transition to distance learning.

- Challenges: There were no challenges with distance learning professional development.

Staff Roles & Responsibilities:

- Successes: Hourly staff including Campus Aides, Office Support Staff, and Custodial staff roles were repurposed to conduct wellness calls, contacting families for students who were absent, trouble-shooting IT issues, food distribution, disseminating printed materials for distribution, and family outreach. As a result of the change in their roles and responsibilities the Administrative team provided staff members with extensive training, participation in professional development and support.

The Parent Coordinator and School Nurse's roles and responsibilities also shifted to the school Wellness Team and also received training by the Administrative team. With the numerous requirements of SB98; and our entire student body participated in distance learning, and there was a significant need to have a structured team to provide a multitude of supports for students and families in a timely manner.

- Challenges: There were no identified challenges.

Support for Pupils with Unique Needs including EL, SWD served across a full continuum of placements, Foster Youth, and Homeless:

- Successes: For <u>Students with Disabilities</u>: We were able to complete all of our service minutes (with a lot of phone calling) and we were also able to assess all of ours students for initials. We were able to provide services to all students with the support and collaboration with families and teachers and providers. Some supports included reminder phone calls and texts, co-therapy, and tele-services. We were able to assess all students for initials and triennials (for those who opted in). We hosted 3 parent meetings that specifically prioritized understanding what Special Education services are and how to support their children with special needs at home. For our 3-5th graders who demonstrated a need we were able to have them complete EOY/State testing on-campus in small sessions and sometimes in smaller groups online if that was the families preference.

For <u>English Learners</u>: Providing opportunities for our families to collaborate and share challenges in a safe space.

To continue to develop English learner language skills, teachers provided daily comprehensive English Language Development. Designated English Language Development "first teaching" was provided through synchronous instruction via small groups differentiated by proficiency level. Teachers embedded the ELD curriculum with Journey's ELA Curriculum. Teachers provides ELD instruction to all students daily in an inclusive format. ELD and word study lessons were designed based upon the needs of EL students across proficiency levels, and English-speaking students received differentiated assignments related to English Language Development during this time.

ELs also utilize Learning AZ and Rosetta Stone to support English Language Acquisition. Teachers used videos to scaffold student learning. Our ELs were somewhat engaged in distance learning through academic discourse with their peers. Students discussed problems and literature in online platforms including Google Meets and Zoom.

- Challenges: For <u>Students with Disabilities</u>: Students signing in for their services. Having students sign into learning lab and skills lab when they may need to check in for support. Another challenge was students signing in for services/ Students having support at home to sign in for their services. Some students struggled with staying engaged while receiving services online.

For <u>English Learners</u>: Being able to consistently incorporate designated eld and the utilizing visuals and acting out sessions to support language acquisition. Also with the online platforms not being translated for students and parents.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Math & Reading Intervention Teachers (2): will provide targeted academic support for students performing below grade level in Reading and/or Math. (Funded with Title I)	$141,703	$177,803	N
Instructional Aides (8)	$185,310	$192,003	Y
Summer School 2021	$3,000	$0	Y
In-person Instruction: Saturday School Intervention; and after-school stipends (in-person instruction)	$13,000	$0	Y
Implementation of a Systematic Cycle of Assessments: NWEA MAP, Raz Kids, Achieve 3000, ESGI, ongoing standards-aligned assessment to identify learning loss and learning gaps, and monitor student academic progress by grade level and student group, and assess the effectiveness of our programs.	$24,823	$17,290	Y
i-Ready Assessment Reading & Math, including training	--	$9,156	N
Dynamic Education: provided 1:1 tutoring (40) students (2 hours/week)	--	$100,000	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The following are the substantive differences between the planned actions and what was actually implemented:

- i-Ready Assessment Reading & Math, including training

- Dynamic Education: provided 1:1 tutoring (40) students (2 hours/week)

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The following is an analysis of the successes and challenges in addressing pupil learning loss based on feedback from our stakeholders (staff, teachers, parents, students) including local/internal data, and the strategies implemented to accelerate student learning in the 2020-21 school year. In addition, the analysis of the effectiveness of the efforts to address pupil learning loss included Unduplicated Pupils (EL, Low-income, Foster youth), Students with Disabilities (SWD), and students experiencing homelessness.

- Successes include: that our teachers and support staff have delivered engaging and scaffolded lessons that have challenged our students academically. Built into both distance learning and hybrid instruction is Tiered intervention as part of our MTSS Instructional model.

- Challenges include: Student-to-Student discourse; as students learn from one another and class discussions spark learning. Instructional time/time on task was greatly reduced during distance learning. Real-time feedback and checking for understanding in order to make adjustments with teaching in the moment. Modeling and coaching of teachers during the instructional day.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The following is an analysis of the successes and challenges in monitoring and supporting student and staff - mental health and social and emotional well-being based on feedback from our stakeholders (staff, teachers, parents, students) including local/internal data, in the 2020-21 school year:

- Successes with professional learning and resources provided to both students and staff include: Our school developed and implemented a School Wellness Team, comprised of staff, assigned to a cohort of students and were responsible with contacting those students/families on a bi-weekly basis to check-ins.

- Challenges include: developed a School Wellness Team, comprised of staff, assigned to a cohort of students and are responsible in contacting those students/families on a bi-weekly basis for check-in. More frequent check-ins will occur when the students is:

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The following is an analysis of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year based on feedback from our stakeholders (staff, teachers, parents, students) including local/internal data:

- Successes with student engagement/outreach: Multiple levels of staff, from support staff, to teachers, and school administrators communicated with families on an ongoing basis since March 2020, from Zoom meetings, phone calls, home visits, ParentSquare, and announcements on our school's website and via email. This ongoing communication resulted in positive relationships

- Successes with parent engagement: Our families were overall very satisfied with our transition to distance learning. They felt that WLC did an exceptional job keeping them connected (with the internet) and in general with the school. Our staff felt that they were heard in terms of challenges the pandemic brought, both personally and professionally. Our school community and culture has been made stronger as we've navigated this past year.

- Successes with the implementation of the tiered reengagement strategies for students that were absent from distance learning and the steps that were taken with communicating with parents/guardians when students did not meet compulsory education requirements and/or were engaged in instruction. The Administrative team in collaboration with support staff and teachers implemented the tiered reengagement strategies to immediately address absences and/or disengaged students. Meetings took place with families for students who were not participating daily.

- Challenges include: Despite the numerous levels of support, there were families/students that were disengaged and not communicating because they faced numerous challenges at home.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

There were no identified challenges with the implementation of the school nutrition program for the 2020-21 school year.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health & Social and Emotional Well-Being	Counselor provides social-emotional counseling for general Education students (30% of total salary allocated to LCFF S&C): Assistant Principal – Leads SEL, PBIS and School Wellness Team (70%)	$95,989	$108,735	Y
Pupil & Family Engagement & Outreach	Student Wellness Committee (Support Staff): Parent Coordinator, Executive Office Manager, Office Manager, School Security, Office Assistant, Health Aide, Campus Aide	$76,595	$151,684	Y
Pupil & Family Engagement & Outreach	ParentSquare	$2,150	$1,691	Y
Pupil & Family Engagement & Outreach	Parent University	$8,000	$6,090	Y
Mental Health & Social and Emotional Well-Being	Teacher/Keeper (Staff SEL & Support	--	$0	

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

The following are the substantive differences between the planned actions and what was actually implemented:

- Teacher/keeper (Staff SEL & Support)

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Lessons learned over the past year from implementing in-person and distance learning have informed the development of the goals and actions for the 2021-24 LCAP in the following areas:

- Health & Safety: continue to revise the school's safe re-opening plan and school safety plan in adherence to state and local county health department guidelines, and provide training for the entire staff, students and families to ensure a safe and healthy learning environment.

- Distance Learning: will not take place in 2021-22, however we will incorporate essential tools and applications in the classroom.

- Monitoring and Supporting Mental Health and Social-emotional Well-Being: Our school will continue to strengthen and expand SEL and mental health supports for the upcoming school year to include Counselor who will oversee SEL, and the implementation of SEL by our teachers, and host SEL workshops for parents. The Assistant Principal will oversee implementation of PBIS, and overall student behavior.

- Student Engagement: With the return to full in-person instruction there is a need to provide students with experiential learning opportunities, access to a broad course of study, physical education/activities, and field trips to maintain student engagement and improve student learning.

- Family Engagement: Our staff have developed strong relationships with families over the past year with ongoing and consistent communication using various platforms.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Watts Learning Center Charter School has implemented the following cycle of assessments that will be incorporated in the school's 2021-24 LCAP and used to assess and address learning loss in the upcoming school year. Internal/local assessments will be disaggregated by grade level, by numerically significant student group and the following student groups: low-income, English Learner, Foster youth, homeless, and students with Disabilities. Students performing below grade level will be provided additional academic support and interventions to accelerate student learning.

- i-Ready Reading & Math (K-5): 3 times/year

- ESGI

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Descriptions of any substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement were addressed accordingly in the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update sections.

Overall Analysis of the 2019-20 LCAP and the
2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

An analysis and reflection on student outcomes from the 2019-20 LCAP and 2020-21 Learning Continuity & Attendance Plan have informed the development of the 2021-24 LCAP as follows:

- i-Ready Reading & Math Assessments

- Reading intervention Specialist

- Math Intervention Specialist

- Instructional Aides

- Achieve 3000

- After-school tutoring

- Implementation of PBIS

- SEL counselor

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

    o Continuity of Instruction,

    o Access to Devices and Connectivity,

    o Pupil Participation and Progress,

    o Distance Learning Professional Development,

    o Staff Roles and Responsibilities, and

    o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

    To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

- o As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

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
Watts Learning Center Charter School	Kelly Baptiste, Director	kbaptiste@wattslc.org 323.754.9900

Plan Summary 2021-22

General Information

A description of the LEA, its schools, and its students.

Watts Learning Center Charter School serves approximately 385 students in grades TK-5 with the following demographics: 53% Hispanic, 45% African American, 1% White, 9% Students with Disabilities (SWD), 28% English Learners (EL), 1.3% Foster Youth (FY), 1.3% Homeless Youth (HY), and 99% Socioeconomically Disadvantaged (SED).

MISSION

The Watts Learning Center will build on the success of Head Start and other pre-school programs by creating a culture of learning in which all stakeholders – students, parent, or guardians, faculty, and staff have clearly defined roles and expectations.

VISION

The Watts Learning Center will be a world-class child-centered K-8 Institution of Learning with strong ties to families and the community. WLC will produce high academic achievers who are self-confident, ethical, and motivated to be lifelong learners.

Reflections: Successes

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

The following chart reflects Watts Learning Center Charter School's Fall 2019 CA School Dashboard results. As a result of the COVID-19 pandemic, and the governor's orders to suspend state testing, the CDE has not released a School Dashboard since 2019.

- The Suspension Rate Indicator reflected an overall blue performance level schoolwide and for all numerically significant student groups – English Learners (EL), Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), and African American; and a green performance level for the Hispanic student group.

- The Math Academic Indicator reflected a green performance level schoolwide and for the Socioeconomically Disadvantaged (SED), African American, and Hispanic student group.

- The ELA Academic Indicator reflected a green performance level for the Hispanic student group.

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Red	Blue	None	None	Yellow	Green
English Learners	Green	Blue	None	None	Yellow	Yellow
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	Red	Blue	None	None	Yellow	Green
Students with Disabilities	Yellow	Blue	None	None	None	None
African American	Red	Blue	None	None	Yellow	Green
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Orange	Green	None	None	Green	Green
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	None	None	None	None	None
Two or More Races	None	None	None	None	None	None

SUSPENSION RATE

The following chart outlines cumulative enrollment, enrollment by student group, total number of suspensions, Unduplicated Pupil Counts, and suspension rates disaggregated by student group for the 2017-18 and 2018-19 school year.

ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP
2017-18 SUSPENSION RATE						
SCHOOLWIDE	425	5	5	1.2%	100%	0.0%
AFRICAN-AMERICAN	213	5	5	2.3%	100%	0.0%
HISPANIC	204	0	0	0.0%	0.0%	0.0%
SWD	36	1	0	3%	0%	0%
SED	408	5	5	1.2%	100%	0.0%
ELL	104	0	0	0.0%	0%	0.0%

ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP
2018-19 SUSPENSION RATE						
SCHOOLWIDE	404	1	1	0.2%	100%	0.0%
AFRICAN-AMERICAN	185	0	0	0.0%	0.0%	0.0%
HISPANIC	215	1	1	0.5%	100%	0.0%
SWD	44	0	0	0.0%	0.0%	0.0%
SED	387	1	1	0.3%	100%	0.0%
ELL	107	0	0	0%	0%	0%

For the 2020-21 school year, Watts Learning Center Charter School designed a comprehensive mental health; social and emotional well-being program to address the needs of our vulnerable student population which was led by the Assistant Principal.

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.

ACADEMIC INDICATORS

The following chart outlines schoolwide and student group performance on the Spring 2018 and 2019 ELA & Math CAASPP, as measured by Distance from Standard (DFS) Scale Scores, used on the CA Dashboard.

Note: SWD - Students with Disabilities; SED – Socioeconomically Disadvantaged; EL – English Learners

	ELA CAASPP		MATH CAASPP	
	2018 DFS	2019 DFS	2018 DFS	2019 DFS
All Students	-25.1	-15.5	-17.2	-7.6
EL	-24.6	-11.2	-10.4	-7.9
SED	-27	-15.2	-20.8	-6.3
SWD	-80.3	-69.3	-72.5	-78.1
AFRICAN AMERICAN	-39.3	-30.8	-31.8	-19.8
HISPANIC	-7.8	+1.2	+0.5	+4.3

A comparison of the Spring 2018 and Spring 2019 CAASPP performance (using Scale Scores), demonstrates an overall growth in schoolwide performance and across all student groups, with the exception of Students with Disabilities in Mathematics. Although there was growth in Scale Scores, schoolwide and all student groups with the exception of Hispanic are performing below standards met (Level 3) as evidenced in the chart (above).

NWEA MAP ANALYSIS

Watts Learning Center has implemented and administered the Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP), a standards-aligned, computerized adaptive test, that is nationally recognized. NWEA MAP, is a valid, peer reviewed assessment administered to over 11 million students (24,500 public schools in 5,800 districts across the United States) that accurately reflects the instructional level of each student and measures growth over time. MAP Growth measures student performance with the RIT Scale, a stable measurement that provides an accurate measure of student performance. (www.nwea.org) It is currently on the list of "verified data" that WestEd has recommended for the CA State Board of Education to adopt and approve in the January 2021 SBE Meeting.

The NWEA 2020 MAP Growth Norms Study provides achievement status and growth norms for individual students and grade levels within schools in each of the four subject areas: reading, language usage, mathematics, and general science. The study's results are based on K–12 grade level samples. Records are sampled from between 3.6 and 5.5 million test scores from 500,000 to 700,000 students attending over 24,500 public schools in 5,800 districts spread across all 50 states.

MAP Growth achievement and growth are defined for a number of different instructional weeks during the year, allowing for more valid comparisons and interpretation of student and school achievement status and growth. The following charts are the NWEA MAP school norms charts for reading and math that provide references for comparing how grade levels of students within a school compare as a group, to:

- The same grade level of students in another specific school

- The same grade level of students in public schools across the U.S.

The NWEA MAP charts serve to identify student growth, using Fall-to-Winter, Winter-to-Spring, and Fall-to-Spring NWEA MAP Mean RIT and standard deviation.

2020 Reading School Growth Norms

Grade	Fall-to-Winter Mean	SD	Winter-to-Spring Mean	SD	Fall-to-Spring Mean	SD
K	9.63	1.43	6.81	1.07	16.45	2.49
1	9.92	1.47	5.55	1.10	15.47	2.57
2	8.85	1.44	4.37	1.08	13.22	2.52
3	7.28	1.23	3.22	0.92	10.50	2.14
4	5.82	1.21	2.33	0.91	8.16	2.11
5	4.64	1.15	1.86	0.86	6.50	2.01
6	3.64	1.02	1.55	0.77	5.19	1.79
7	2.89	1.02	1.27	0.76	4.16	1.78
8	2.51	1.18	1.14	0.88	3.65	2.06
9	1.62	1.16	0.88	0.87	2.51	2.03
10	1.43	0.96	0.60	0.72	2.04	1.68
11	1.11	1.25	0.08	0.94	1.18	2.19
12	0.05	1.31	0.47	1.01	0.52	2.30

2020 Mathematics School Growth Norms

Grade	Fall-to-Winter Mean	SD	Winter-to-Spring Mean	SD	Fall-to-Spring Mean	SD
K	10.57	1.36	6.97	1.02	17.54	2.38
1	10.13	1.44	6.22	1.08	16.35	2.52
2	9.03	1.30	5.35	0.97	14.38	2.27
3	7.75	1.21	4.85	0.91	12.60	2.12
4	6.50	1.16	4.46	0.87	10.96	2.02
5	5.56	1.39	4.05	1.04	9.61	2.42
6	4.81	1.28	3.32	0.96	8.13	2.24
7	3.83	1.19	2.69	0.89	6.52	2.08
8	3.20	1.38	2.18	1.04	5.38	2.42
9	2.24	1.10	1.36	0.83	3.60	1.93
10	2.14	1.16	1.21	0.87	3.35	2.02
11	1.77	1.15	0.76	0.86	2.52	2.01
12	0.30	1.23	0.88	0.93	1.18	2.15

Watts Learning Center administers NWEA MAP Reading and Math assessments three times per year (Fall, Winter & Spring). As a result of COVID-19 School closure, the Winter and Spring 2020 NWEA MAP was not administered. The use of internal benchmark assessments and formative assessments are critical to informing instruction and monitoring student progress since all state mandated assessments were suspended in Spring 2020 as a result of school closure due to COVID-19 pandemic. The following chart reflects the Fall 2019 to Winter 2020 NWEA MAP results.

2019-20 NWEA MAP RESULTS: READING																
GRADE LEVEL	FALL 2019					WINTER 2020					MEAN RIT GROWTH	MEAN AA RIT GROWTH	MEAN HISP RIT GROWTH	MEAN EL RIT GROWTH	MEAN SWD RIT GROWTH	MEAN SCHOOL GROWTH NORMS	SD
	MEAN RIT	AA	HISPANIC	EL	SWD	MEAN RIT	AA	HISPANIC	EL	SWD							
GRADE K	140	143.1	138.9	137.8	157	147	149.3	146.6	145.7	157.5	7	6.2	7.7	9.9	0.5	9.63	1.43
GRADE 1	159	158.9	159	158.4	149	166	165.8	165.3	164.8	152.3	7	6.9	6.3	6.4	3.3	9.92	1.47
GRADE 2	167	165.5	168.3	163.6	164.4	175	176.8	177.7	171.8	178.4	8	11.3	9.4	8.2	14	8.85	1.44
GRADE 3	176	175.4	175.9	167.2	164.4	182	179.5	178.9	174.4	173.6	6	4.1	3	7.2	9.2	7.25	1.23
GRADE 4	193	192	194.9	188.8	180.4	197	194.2	199.3	192	186.4	4	2.2	4.4	3.2	6	5.82	1.21
GRADE 5	203	204.5	202	194.2	194	208	206.2	204.4	198.1	201	5	1.7	2.4	3.9	7	4.64	1.15

Highlights – Overall Comparison of NWEA Reading Assessment

- Grade 5 cohort exceeded School Growth Norms

- The African American student group outperformed their grade level cohort for grade 2

- The Hispanic student group outperformed their grade level cohort for grade 2

- The English Learner student group outperformed their grade level cohort in grades K, 2-3

- The Students with Disabilities (SWD) student group outperformed their grade level cohort - grades 2-5

- Overall, students did not make at least a one-year growth

2019-20 NWEA MAP RESULTS: MATH																
GRADE LEVEL	FALL 2019					WINTER 2020					MEAN RIT GROWTH	MEAN AA RIT GROWTH	MEAN HISP RIT GROWTH	MEAN EL RIT GROWTH	MEAN SWD RIT GROWTH	MEAN SCHOOL GROWTH NORMS	SD
	MEAN RIT	EL	EL	EL	SWD	MEAN RIT		EL	EL	SWD							
GRADE K	137	138.7	135.8	133.3	154	146	146.4	145.9	143.7	161	9	7.7	10.1	10.4	7	10.57	1.36
GRADE 1	161	161	160.6	160.7	150	170	169.6	169.7	169.9	161	9	8.6	9.1	9.2	11	10.13	1.44
GRADE 2	171	170.4	172.1	169.7	170.6	179	176.5	181.7	178.9	176.8	8	6.1	9.6	9.2	6.2	9.03	1.30
GRADE 3	182	180.5	182.6	177.8	169.5	188	184.2	185.7	183.9	175.3	6	3.7	3.1	6.1	5.8	7.75	1.21
GRADE 4	197	194.4	199.9	193.5	186	203	199.9	205.6	199.7	191.1	6	5.5	5.7	6.2	5.1	6.50	1.16
GRADE 5	211	208.9	213.2	208.7	197.6	217	215.5	216	210.6	205.7	6	6.6	2.8	1.9	8.1	5.56	1.39

Highlights – Overall Comparison of NWEA Math Assessment

- Grade 5 cohort exceeded School Growth Norms

- The African American student group outperformed their grade level cohort for grade 2

- The Hispanic student group outperformed their grade level cohort in grades K-2; and grade 2 exceeded School Growth Norms.

- The English Learner student group outperformed their grade level cohort in grades K-4, and grade 2 exceeded School Growth Norms.

- The Students with Disabilities (SWD) student group outperformed their grade level cohort and exceeded School Growth Norms for grades 1 & 5.

To support struggling students in English Language Arts, teachers grouped students in homogeneous grouping and provided intensive intervention with a focus on foundational skills, reading comprehension, and citing evidence within the text. School-wide instructional strategies were identified and implemented across all grade levels to provide a cohesive program with common language that all students could identify in terms of reading. Class sets of informational text and literature were distributed for all grade levels, and our school has established school-wide designated sustained reading. Watts Learning Center has partnered with Book Worm which resulted in $4,000 in donated books of various genres to support our literacy initiative. In addition, our school distributed reading books on a weekly basis including instruction, STEM equipment, school supplies and physical education equipment for use at home during distance learning.

CHRONIC ABSENTEEISM RATE

Watts Learning Center received an overall red performance level on the Fall 2019 CA Dashboard for the Chronic absenteeism Indicator, schoolwide and for the Socioeconomically Disadvantaged (SED), and African American student groups; green for English Learners, Orange for Hispanic, and yellow for Students with Disabilities (SWD).

The following charts provide the total number of students per student group, total count and chronic absenteeism rate for the 2017-18 and 2018-19 school years which make up the Fall 2019 Dashboard.

Note: per the CDE, in order to receive a performance level (color) on the CA Schools Dashboard, there must be at least 30 students for that student group, in both academic years.

WATTS LEARNING CENTER - ELEMENTARY							
2017-18 CHRONIC ABSENTEEISM RATE				**2018-19 CHRONIC ABSENTEEISM RATE**			
	ELIG ENROLL	COUNT	RATE		ELIG ENROLL	COUNT	RATE
SCHOOLWIDE	420	50	11.9%	SCHOOLWIDE	399	75	18.8%
AFRICAN-AMERICAN	211	33	15.6%	AFRICAN-AMERICAN	182	52	28.6%
HISPANIC	201	15	7.5%	HISPANIC	214	22	10.3%
EL	101	9	8.9%	EL	105	7	6.7%
SOC. ECON DISADV.	404	45	11.1%	HOMELESS	13	3	23.1%
SWD	35	8	22.9%	SOC. ECON DISADV.	382	74	19.4%
				SWD	43	8	18.6%

In order to improve student attendance and participation Watts Learning Center has developed and implemented evidence based strategies to increase student attendance with distance and hybrid learning, in alignment with SB98 daily student attendance, and participation requirements. Our school has developed student and parent expectations and hosts parent workshops to support families who struggle balancing distance learning and parenting, to support student success for the 2020-21 school year.

Watts Learning Center Charter School will continue to communicate regularly with families via ParentSquare which is the preferred method identified by parents/families. ParentSquare allows messages to be sent in 'real-time' via email/text to parents. Other methods that our school will continue to utilize is the school's website, Zoom meetings, phone calls, and letters mailed home. We will continue to solicit input/feedback from families via surveys, phone calls, and virtual meetings.

Watts Learning Center will conduct a series of virtual workshops for parents/families to acquaint them with our learning plan, our communication outlets, and keep them informed of changes/updates throughout the school year.

Watts Learning Center will provide families with the opportunity to enroll in our virtual Parent Education Bridge for Student Achievement Foundation (PEBSAF). PEBSAF will include courses for parents/families to stay engaged with the greater school community. These courses will cover a variety of topics, including but not limited to the Google education suite (classroom, meet, etc.), and virtual platforms like zoom.

LCAP Highlights

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

Watts Learning Center Charter School has implemented a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. MTSS is an integrated, comprehensive framework that focuses on the Common Core Sate Standards, core instruction, differentiated learning, student-centered learning, individualized student needs and the alignment of systems necessary for all students' academic, behavioral and social success. MTSS has a broader scope than does Response to Intervention (RtI), because MTSS includes focusing on aligning the entire system of initiatives, supports, and resources and systematically addressing support for all students, including gifted and high achievers.

MTSS enables a paradigm shift for providing support and setting higher expectations for all students through intentional design and redesign of integrated services and supports, rather than selection for few components of RtI and intensive interventions. It endorses Universal Design for Learning Instructional strategies, so all students have opportunities for learning through differentiated content, processes, and product. MTSS integrates instructional and intervention support so that systemic changes are sustainable and based on the Common Core State Standards aligned classroom instruction. Through MTSS, our school is challenging all school staff to change the way in which they have traditionally worked across all school setting.

Watts Learning Center Charter School has developed its 2021-22 LCAP that will also serve as its SPSA, and 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.

Watts Learning Center Charter School has not been identified for Comprehensive Support & Improvement; therefore, this section does not apply.

Support for Identified Schools

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

Watts Learning Center Charter School has not been identified for Comprehensive Support & Improvement; therefore, this section does not apply.

Monitoring and Evaluating Effectiveness

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

Watts Learning Center Charter School has not been identified for Comprehensive Support & Improvement; therefore, this section does not apply.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

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.

Watts Learning Center engaged and consulted with the following stakeholders throughout the 2020-21 academic school year, with the development of the 2021-22 LCAP incluidng the LCAP goals, actions and services. Watts Learning Center also adheres to CA EC 65001(j) and incorporates Title Funding in its LCAP. This chart provides a snapshot of the frequency and type of communication including stakeholder type that took place this academic school year 2020-21. Meetings took place virtually per the Governor's Executive Order N-26-20, and to ensure health & safety guidelines.   The engagement of stakeholders is critical to our school's LCAP development, identification and analysis of needs, developing annual growth targets and in the reflection process of what worked, areas for growth, and maximizing resource allocation and the success of our school, students and educational program.

DATE(S)	STAKEHOLDER TYPE	TOPIC(S) DISCUSSED	METHOD OF INVOLVEMENT
7/1/20	Parents & Staff	Parent Council Executive Committee Meeting	Parent Planning Meeting
8/3/20	Parents & Staff	School Wide Orientation 2020/21 (Spanish)	Zoom Presentation
8/3/20	Parents & Staff	Virtual Coffee with the Director - Distance Learning + LCAP	Zoom Meeting
8/6/20	Parents & Staff	School Wide Orientation 2020/21 (English)	Zoom Presentation
8/12/20	Parents & Staff	Important: Virtual Classroom Tech Training for Parents! English Only	Zoom Parent Workshop
8/13/20	Parents & Staff	Important: Virtual Classroom Tech Training for Parents! Spanish Only!	Zoom Parent Workshop
8/20/21	Parents & Staff	SSC/ELAC/DELAC Introductory Meeting	Zoom Meeting
9/2/20	Parents & Staff	SSC/ELAC/DELAC LCAP Review + Title Funds	Zoom Meeting
9/10/20	Parents & Staff	Back to School Night	Zoom Presentation
9/16/20	Parents & Staff	Parent Council Meeting - LCAP, Student Performance, Attendance	Zoom Meeting
9/28/20	Parents & Staff	Virtual Coffee with the Director - Distance Learning + LCAP	Zoom Meeting
10/1/20	Parents, Staff and students	I am Here! Attendance Matters /Champs Assembly	Assembly
10/7/20	Parents & Staff	Parent Council Executive Committee Meeting - LCAP Goal #1	Zoom PlanningMeeting
10/14/20	Parents & Staff	Special Education & 504 Plan Informational Meeting for Families	Zoom Parent Workshop
10/21/20	Parents & Staff	Parent Council Meeting - LCAP, Student Performance, Attendance	Zoom Meeting
10/26/20	Parents & Staff	Virtual Coffee with the Director	Parent Council Meeting
11/4/20	Parents & Staff	Parent Council Executive Committee Meeting	Zoom PlanningMeeting
11/18/20	Parents & Staff	Parent Council Meeting - LCAP, Student Performance, Attendance	Parent Council Meeting
11/20/20	Parents & Staff	Champs Assembly	Assembly
11/30/20	Parents & Staff	Virtual Coffee with the Director	Zoom Meeting
12/2/20	Parents & Staff	Parent Council Executive Committee Meeting - LCAP Goal #2	Zoom PlanningMeeting
12/16/20	Parents & Staff	Parent Council Meeting - LCAP, Student Performance, Attendance	Zoom Meeting
1/20/21	Parents & Staff	Parent Council Meeting - LCAP, Student Performance, Attendance	Zoom Meeting
1/25/21	Parents & Staff	Virtual Coffee with the Director - Distance Learning + LCAP	Zoom Meeting

Watts Learning Center engaged and consulted with the following stakeholders throughout the 2020-21 academic school year, with the development of the 2021-22 LCAP incluidng the LCAP goals, actions and services. Watts Learning Center also adheres to CA EC 65001(j) and incorporates Title Funding in its LCAP. This chart provides a snapshot of the frequency and type of communication including stakeholder type that took place this academic school year 2020-21. Meetings took place virtually per the Governor's Executive Order N-26-20, and to ensure health & safety guidelines.   The engagement of stakeholders is critical to our school's LCAP development, identification and analysis of needs, developing annual growth targets and in the reflection process of what worked, areas for growth, and maximizing resource allocation and the success of our school, students and educational program.

DATE(S)	STAKEHOLDER TYPE	TOPIC(S) DISCUSSED	METHOD OF INVOLVEMENT
2/3/21	Parents & Staff	Parent Council Executive Committee Meeting - LCAP Goal #2	Zoom PlanningMeeting
2/17/21	Parents & Staff	Parent Council Meeting - LCAP, Student Performance, Attendance	Zoom Meeting
2/19/21	Parents	School Climate Survey	Video for Parents via Parent Square
3/2/21	Parents	Parent University: Teaching Your Child Respect (English & Spanish)	Zoom Training
3/3/21	Parents	Parent Council Executive Committee Meeting - LCAP Goals	Zoom Meeting
3/9/21	School-Wide	Read Across America Spirit Week	Zoom Meetings
3/22/21	Parents	Virtual Coffee with the Director - Distance Learning + LCAP	Zoom Meetings
3/24/21	LAUSD Charter Division	Oversight Visit - LCAP Review	Zoom Meting
3/25/21	Parents & Staff	SSC/ELAC/DELAC LCAP Review + Title Funds	Zoom Meeting
3/26/21	Parents & Staff	Parent Council Executive Committee Meeting - LCAP Goal #3	Zoom Meting
4/6/21	Parents	Parent University: Stress Management for Parents (English + Spanish)	Zoom Meting
4/21/21	Parents & Staff	Parent Council Meeting - LCAP, Student Performance, Attendance	Zoom Meting
4/26/21	Admin & Staff	Leadership Team Meeting - LCAP Goal Review	Zoom Meeting
5/3/21	Staff	School Safety: COVID Protocol	Zoom Meeting
5/5/21	Parents & Staff	Parent Council Executive Committee Meeting - LCAP Goal #3	Zoom Meeting
5/12/21	School-Wide	Board Meeting - LCAP & AB86 Funding Review	Zoom Meeting
5/17/21	School-Wide	Champs Assembly - Core Values	Zoom Meeting
5/19/21	Parents & Staff	Parent Appreciation Celebration - School Climate Survey Data	Zoom Meeting

A summary of the feedback provided by specific stakeholder groups.

During the 2020-21 school year, members of our staff/Leadership Team consulted with stakeholders to discuss components of our LCAP on a regular basis and the following reflects their feedback by stakeholder group:

- Administrators/Leadership Team: would like to continue to strengthen MTSS academic, and social-emotional supports, including implemented of tiered support, Imagine Learning and Instructional Coaching.

- Teachers indicated there was a need to continue with professional development on delivering tiered support and intervention, and instructional coaching.

- Staff and Instructional support staff would like to continue to provide academic supports to students in the classroom to accelerate learning.

- Parents including PAC, ELAC/DELAC & EL-PAC indicated they were concerned with learning loss, and social-emotional needs and would like intervention built into the instructional day.

- Students indicated they want recess, physical education and field trips.

- In consultation with our SELPA – LAUSD and no additional feedback was provided.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The input of stakeholders has been instrumental in the development of our school's Learning Continuity and Attendance Plan, School Plan for Student Achievement, and the development of the 2021-22 LCAP including the revision of the LCAP goals. We took all feedback into consideration and have been embedded in the LCAP Actions & Services for the 2021-22 school year. They include but are not limited to:

- Academic Supports: Goal 1, Action 3

- Social-emotional & Behavioral Supports: Goal 1, Action 6

- Equitable services for Students with Disabilities (SWD): Goal 1, Action 7

- Professional Development, Instructional Coaching & Leadership Training; Goal 2, Action 1

- Strengthening EL Services & Program: Goal 2, Action 2

- Promoting positive school climate & student engagement: Field trips, assemblies: Goal 3, Action 1

Goals and Actions

Goal

Goal #	Description
1	**Implement a schoolwide Multi-tiered System of Supports (MTSS) utilizing multiple forms of data to identify the academic, social-emotional and/or behavioral needs of our students; inform instructional decisions; to improve academic outcomes for all students (schoolwide & student groups). Continue to use data to support professional learning for all educators, paraprofessionals and Leadership Team.**

An explanation of why the LEA has developed this goal.

This goal was revised because after over a year of distance/remote learning, there is a significant need to utilize multiple forms of data to assess the academic, social-emotional and behavioral needs of our students in order to accelerated learning and further mitigate learning loss. The community of families we serve were detrimentally impacted and faced financial, and health, implications in addition to food and job insecurity.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA CAASPP Scale Score - DFS	Pending				+10 Scale Score growth
Math CAASPP Scale Score - DFS	Pending				+10 Scale Score growth
Gr 5: CA Science Test (CAST) Scale Score - DFS	** Not administered				+10 Scale Score growth
Attendance Rate	94.3%				95%
Chronic Absenteeism Rate	16.1%				8%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students including Unduplicated Pupils, and Students with Disabilities (SWD) who have access to Broad Course of Study	100%				100%
School Facility FIT Report Score of "Good"	Exemplary				Exemplary
Gr 5 PFT: % students meeting all 6 HFZ	**Not administered				40%

For the 2020-21 school year, CA Science Test (CAST) was not administered per SBE/CDE waiver

*** For the 2020-21 school year, PFT was not administered per SBE/CDE waiver*

Actions

Action #	Title	Description	Total Funds	Contributing
1	**ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM**	Watts Learning Center Elementary will employ a Principal and a total of 15 appropriately credentialed and assigned classroom teachers for students in grades TK-5, to provide instruction in all core subject areas: ELA, Math, Science, Social Studies and Physical Education as part of the school's base program. Watts Learning Center Elementary will provide its students with 180 instructional days which exceeds CA state requirement of 175 instructional days. **INSTRUCTIONAL MINUTES BY GRADE LEVEL** <table><tr><td></td><td>K</td><td>1-3</td><td>4-5</td></tr><tr><td>CA REQUIREMENT</td><td>36,000</td><td>50,400</td><td>54,000</td></tr><tr><td>WATTS LEARNING</td><td>58,980</td><td>58,980</td><td>58,980</td></tr><tr><td>ADD'L MINUTES</td><td>22,980</td><td>8,580</td><td>4,980</td></tr></table>	$1,814,824	Y

Action #	Title	Description	Total Funds	Contributing
		All teachers will participate in 10 days of intensive Summer Professional Development, to prepare for the 2021-22 academic school year, and an additional 3 non-instructional days during the academic year for professional development to focus on data analysis. All teachers will also participate in weekly Professional Development and/or staff development. Therefore 15% of salaries are being funded with LCFF S&C.		
2	**MEASURING STUDENT PROGRESS – ASSESSMENTS**	In order to measure student academic performance, monitor student progress and identify learning gaps and accelerate student learning, all students will be administered the following assessments that will be used to inform instruction and identify students for academic support: • i-Ready Reading & Math Gr K-5: 3 times/year • ESGI (Kindergarten readiness) • Formative Assessments • Summative including publisher assessments • IAB's: Gr 3-5 • State-mandated assessments The Data & Testing Coordinator will collect, disaggregate, analyze and present student achievement data to Leadership team and teachers to inform instruction. The State Board of Education (SBE) has approved Curriculum Associates i-Ready Assessments as a verified data source. I-Ready is a comprehensive assessment and instruction program that empowers educators with the resources they need to help all students succeed. By	$122,920	Y

Action #	Title	Description	Total Funds	Contributing
		connecting Diagnostic data and Personalized Instruction, i-Ready reduces complexity, saves educators time, and makes differentiated instruction achievable in every classroom for each student. i-Ready provides user-friendly dashboards and reports with actionable data that provides teachers with a foundational understanding of each student's strengths and areas of need. I-Ready's online lessons provide tailored instruction and practice for each student to accelerate growth.		
3	**ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING**	An area of concern is student performance in ELA as identified on the CA Schools Dashboard and NWEA MAP assessments, and math performance. With over a year in distance learning, our students have experienced significant learning loss and learning gaps. Our school will employ a Math Intervention Specialist and Reading Intervention Specialist (Title I Funded - credentialed teachers) to provide Tier 2 targeted intervention and academic support. Instructional Aides (ELO & S&C Funded) will be placed in every classroom to assist the credentialed teacher with small group instruction. In-house substitutes will also provide small group instruction. To further accelerate student learning, address learning gaps and provide additional academic support, our students will have access to a comprehensive system for supporting student mastery of content specific standards: • Achieve 3000 • Mentoring Minds • Numeracy Math	$1,008,080	Y

Action #	Title	Description	Total Funds	Contributing
		• Really Good Reading: Phonics instruction, build foundational skills • Brain Pop • Zingy Science Our school will also provide the following extended learning opportunities for students: • Summer School 2021 – targeting students who are struggling academically and need SEL support. Summer school will take place onsite daily for 4 hours and will include ELA, Math, ELD (for EL), SEL, PE and enrichment. • After-school tutoring – during the school year • After-school Academic & Social Enrichment Program (ASES Funded)		
4	**BROAD COURSE OF STUDY**	Watts Learning Center will provide all students with a broad course of study beyond core subjects that include the following: • Yoga: Gr 1-5 • Recorder: Gr 2-5 • Engineering • Robotics • Coding • Music • Dance Extensive research has concluded that music assists students in elementary in learning all subjecting by allowing them to critically think, about how society works and how different subjects connect to one another. Music also allows students to remember	$85,000	Y

Action #	Title	Description	Total Funds	Contributing
		lessons and retain knowledge and concepts taught. Music instruction also improves children's communication skills, attention, and memory, all of which are critical to closing achievement gaps and learning gaps. Music provides an alternate strategy for support.		
5	**MAINTAINING SAFE & CLEAN SCHOOL FACILITIES**	Watts Learning Center strives to provide all students and staff with a safe and clean school facility site and adhere 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	$596,519	N
6	**ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS**	Another area of concern is chronic absenteeism rates as evidenced on the CA Schools Dashboard. Our school is committed to providing and strengthening social-emotional supports through schoolwide implementation of SEL in combination with PBIS. The Counselor will provide SEL counseling services, oversee SEL implementation and provide SEL workshops for parents. Teachers will implement daily community circles. The Counselor will also participate in professional learning – Crisis Prevention Institute (CPI); and provide staff training on de-escalation techniques, developing behavior repertoire with students. The Assistant Director will oversee PBIS implementation, address student behavioral issues, and coach Instructional Aides and teacher.	$231,695	Y
7	**SERVICES TO SUPPORT STUDENTS WITH DISABILITIES (SWD)**	Watts Learning Center's SPED team will provide instructional and social emotional support as outlined by the students IEP. LAUSD serves as the school's	$432,963	N

Action #	Title	Description	Total Funds	Contributing
		SELPA provider (Option 3). The Assistant Principal (SPED Administrator) will ensure IEP timelines, IEP Meetings and related services will be addressed and communicated with parents. The SPED Team comprised of the Assistant Principal (SPED Administrator), RSPs, Education Professionals and contracted services (provider) will provide required services to Students with Disabilities to ensure the academic, social-emotional and behavioral needs are met, and services provided. Members of the SPED team will participate in professional learning provided by the SELPA, the school and other resources to improve student outcomes and accelerate student learning. The RSPs will collaborate with General Education teachers with planning, coaching, data analysis, and professional learning to ensure accommodations/modifications and services are provided as identified on the student's IEP.		

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.

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

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

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

Goal #	Description
2	**Continue to develop and implement a comprehensive, coherently focused, schoolwide Professional Development Plan that supports all teachers to improve the quality and delivery of a standards-aligned and rigorous instructional program, that includes differentiation to address the diverse learning needs of all students (English Learners, Students with Disabilities), and that engages all learners in order to close the achievement gap among all student groups.**

An explanation of why the LEA has developed this goal.

As a result of distance learning for over a year, there is a need for all educators to implement evidence-based pedagogical strategies to accelerate student learning, mitigate further learning loss and engage students in the learning process.

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%
Implementation of the Academic Content Standards: as measured by CDE's Priority 2 Local Indicator rubric.	**OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS** **2020-21** ELA 5 ELD 5 MATH 5 NGSS 5 HISTORY 5 PHYSICAL ED. 5 VAPA 4				**OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS** **2023-24** ELA 5 ELD 5 MATH 5 NGSS 5 HISTORY 5 PHYSICAL ED. 5 VAPA 5
% of Teachers appropriately credentialed & assigned	100%				100%
% EL who progress in English Proficiency (ELPI)	Fall 2019 Dashboard 51.9% (Medium)				55%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Reclassification Rate	pending				20%
% EL with access to CCSS & ELD Standards	100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	**PROFESSIONAL DEVELOPMENT**	Watts Learning Center Charter School will provide all educators (General Education & SPED) with a robust evidence-based professional development that includes: 10 days of intensive training in the Summer, to prepare for the 2021-22 academic school year, and an additional 3 non-instructional days during the academic year of professional development to focus on data analysis, tiered supports, and instructional practice. Teachers and Instructional Aides will also participate in weekly Professional Development and/or staff development. The following are the areas of focus for training: • Lesson Planning • Building Intentional Relationships (PML) • New Group work • Council/Community Circle • Special Education (SPED) & IEP Process/504 Plans/SST • Achieve 3000 • i-Ready • CAASPP/CAST training • Intro to Self-Care • COVID Safety Training • Power My Learning	$74,897	Y

Action #	Title	Description	Total Funds	Contributing
		Administrators/Leadership will participate in: • ELPAC training • RELAY: leadership training & coaching for the Principal & Assistant Principal • Whetstone – customizable classroom observation platform that enables schools to grow their teachers through feedback. • Administrative Credential (LACOE) – Title II • Conferences To support teacher effectiveness and credential clearance, our school will partially fund teacher induction expenses. (Title II Funded).		
2	**STRENGTHENING EL PROGRAM & SERVICES**	Another area of concern is the achievement gap among English Learners (EL) and EO's (non-EL). English learners will receive daily designated ELD and teachers will participate in professional development on ELD and evidence-based strategies for ELs including Exceptional Child: EL training (LAUSD Platform). Bilingual Instructional Aides (2) will provide supplemental push-in support and small group instruction for ELs. In order to support our ELs and their families, our school will provide Parents of ELs to participate in a series of trainings on "How to support your EL at home training for families" PEBSAB (language development for ELs).	$72,221	Y
3	**CORE CURRICULAR PROGRAM NEEDS**	The Curriculum Committee will research standards aligned curriculum and consumables that will be purchased for: • Math • Science • Social Studies	$237,652	N

Action #	Title	Description	Total Funds	Contributing
		• Social-emotional curriculum		
4	**CLOSING THE DIGITAL DIVIDE**	The Program Coordinator (IT Support) will ensure implementation of 1:1 student to device ratio, purchase devices, equipment and supplies for students, staff, classrooms, as needed; including GoGuardian, Zoom subscriptions, etc.	$162,735	Y

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.

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

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

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

Goal #	Description
3	**Engage parents, families, and members of the community as partners through communication and education to support student academic achievement and provide a safe, supportive, inclusive, and positive learning environment.**

An explanation of why the LEA has developed this goal.

There is a need to provide parents with strategies to improve attendance rates (reduce chronic absenteeism) in order to improve student academic outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parents will have input in decision-making (including UP, and SWD): PAC, ELAC/DELAC & EL-PAC.	Outcome Met				Outcome Met
Provide opportunities for parent participation in programs including Unduplicated Pupils (UP), and Students with Disabilities (SWD).	Outcome Met				Outcome Met
Suspension Rate	0%				<2%
Expulsion Rate	0%				<1%
% parent satisfaction rate as measured in the annual survey.	90%				90%
% of students who feel connected, safe and engaged at school as measured in the annual survey.	71%				90%
% of staff who feel supported and connected as measured in the annual staff survey.	72%				90%

Actions

Action #	Title	Description	Total Funds	Contributing
1	**PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT**	Watts Learning Center will provide all students with opportunities to engage in outdoor learning experiences through field trips to enhance learning, deepen student engagement and motivation. Our school employ campus aides to ensure a safe learning environment for students and staff. The Administrative team will ensure the Health & Safety Plan is revised and adheres to state and county health department guidelines; implement surveillance and/or testing/screening, and ensure health screenings are provided to students. Our school will implement the following to provide students and staff with a safe, welcoming and positive learning environment and promote student academic growth and SEL needs: • Assemblies • CHAMPS Assemblies • Student of the Month • Fun Fridays • Parent/student/staff survey	$173,966	Y
2	**PARENT INPUT IN DECISION-MAKING**	At Watts Learning Center parent input in decision-making will take 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)	$0	N

Action #	Title	Description	Total Funds	Contributing
3	**OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION**	Watts Learning Center will provide all parents including those of unduplicated pupils (UP), and Students with Disabilities (SWD) with numerous opportunities to engage as partners in their child's education. The Bilingual Parent Coordinator will facilitate parent workshops, provide interpreter/translation, ensure calendar of events/information is updated regularly on the website, and communicate with families on schoolwide initiatives and build a community of trust with families and the school. Our school will continue to use ParentSquare application to unify all school-home communications. The Parent Coordinator will collaborate with the Principal to implement Parent University - Parent Education Bridge for Student Achievement Foundation (PEBSAF) workshops on various topics; and PowerMyLearning Parent workshops. School Leaders will host Coffee with the Directors; Special Education (SPED) Parent Meetings, CHAMPS Committee Meetings, Community Council, & Parent Council; and schoolwide family events (Family Math Night, Back-to-School night) Parents will have access to PowerSchool's Parent Portal where they can track their child's attendance, behavior, academic progress and communicate with teachers/staff. All correspondence sent to families/guardians will be provided in English and translated to Spanish, as identified by our (primary) language survey and the "15% and above translation needs" criteria.	$72,144	Y

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.

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

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

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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-22

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
34.21%	$1,070,635

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures 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 Watts Learning Center - Charter 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 lack foundational literacy and math skills, have faced significant trauma, anxiety and isolation, during the pandemic, further exacerbated with over a year in distance learning, all of which contributing to learning loss. Watts Learning Center - Charter School will administer universal screeners as part of its Multi-tiered System of Supports (MTSS); and provide tiered academic support, that includes the following actions that will be effective in meeting the goals for Unduplicated Pupils.

- Longer school day/longer school year: Goal 1, Action 1

- Universal Screeners: Goal 1, Action 2

- Academic supports & Interventions: Goal 1, Action 3

- Broad Course of Study: Goal 1, Action 4

- SEL Supports & Counseling: Goal 1, Action 6

- Professional Development: Goal 2, Action 1

- Strengthening EL Program & Services: Goal 2, Action 2

- Closing the Digital Divide: Goal 2, Action 4

- Promoting a positive school climate & student engagement: Goal 3, Action 1

- Parent engagement and participation: Goal 3, Action 3

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 2021-22 LCAP are increased and improved by at least the percentage outlined 34.21% compared to the services provided for all students. Services are both increased and improved as outlined in this LCAP.

Watts Learning Center Charter School will implement i-Ready Reading & Math assessments as universal screeners and will be used to measure student progress (beginning, middle, and end of year). In addition, our academic calendar will provide all students with a longer school day, longer school year to address learning deficits and accelerate learning.

The State Board of Education (SBE) has approved Curriculum Associates i-Ready Assessments as a verified data source. i-Ready is a comprehensive assessment and instruction program that empowers educators with the resources they need to help all students succeed. By connecting Diagnostic data and Personalized Instruction, i-Ready reduces complexity, saves educators time, and makes differentiated instruction achievable in every classroom for each student. i-Ready provides user-friendly dashboards and reports with actionable data that provides teachers with a foundational understanding of each student's strengths and areas of need. I-Ready's online lessons provide tailored instruction and practice for each student to accelerate growth.

Tiered supports for our Unduplicated Pupils will include: i-Ready instructional program, Instructional Aides, intervention programs (Mentoring Minds, Numeracy Math, BrainPop, Really Good Reading phonics instruction, Achieve 3000), Summer School, implementation of the Arts, SEL Counselor, PBIS, professional development and coaching to build teacher capacity, and Bilingual Instructional Aides to provide push-in support in ELA, Math and ELD.

Achieve 3000 is a supplemental online literacy program that provides nonfiction reading content to students in grades TK-12 and focuses on building phonemic awareness, phonics, fluency, reading comprehension, vocabulary, and writing skills. It has a rating of "strong" from Evidence for ESSA, based on a wide body of research, including a gold standard study, for demonstrating accelerated literacy growth for students across grade levels and abilities. It allows for a systematic and flexible approach to measuring growth, forecasting performance, targeting instruction and creating a culture of literacy that supports all students. Achieve 3000 supports students to continue to accelerate their literacy growth in order to be on track for academic success.

The Parent Coordinator will collaborate with the Director to implement Parent University - Parent Education Bridge for Student Achievement Foundation (PEBSAF) workshops on various topics; and PowerMyLearning Parent workshops.

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 3,431,711	$ 971,951	$ -	$ 681,954	5,085,616	$ 4,089,391	$ 996,225

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	**ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM**	All	$ 1,814,824	$ -	$ -	$ -	$ 1,814,824
1	2	**MEASURING STUDENT PROGRESS – ASSESSMENTS**	All	$ 18,000	$ -	$ -	$ 104,920	$ 122,920
1	3	**ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING**	All	$ 246,576	$ 471,258	$ -	$ 290,246	$ 1,008,080
1	4	**BROAD COURSE OF STUDY**	All	$ 85,000	$ -	$ -	$ -	$ 85,000
1	5	**MAINTAINING SAFE & CLEAN SCHOOL FACILITIES**	All	$ 323,588	$ 252,000	$ -	$ 20,931	$ 596,519
1	6	**ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS**	All	$ 231,695	$ -	$ -	$ -	$ 231,695
1	7	**SERVICES TO SUPPORT SWD**	SPED	$ 87,775	$ 248,693		$ 96,495	$ 432,963
2	1	**PROFESSIONAL DEVELOPMENT**	All	$ 7,800	$ -	$ -	$ 67,097	$ 74,897
2	2	**STRENGTHENING EL PROGRAM & SERVICES**	EL	$ 72,221	$ -	$ -	$ -	$ 72,221
2	3	**CORE CURRICULAR PROGRAM NEEDS**	All	$ 223,652	$ -	$ -	$ 14,000	$ 237,652
2	4	**CLOSING THE DIGITAL DIVIDE**	All	$ 97,792	$ -	$ -	$ 64,943	$ 162,735
3	1	**PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT**	All	$ 150,644	$ -	$ -	$ 23,322	$ 173,966
3	2	**PARENT INPUT IN DECISION-MAKING**	All	$ -	$ -	$ -	$ -	$ -
3	3	**OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION**	All	$ 72,144	$ -	$ -	$ -	$ 72,144

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	$ -	$ -
LEA-wide Total:	$ -	$ -
Limited Total:	$ -	$ -
Schoolwide Total:	$ -	$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	schoolwide	EL, LI, FY	Watts ES	$ 1,814,824	$ 1,814,824
1	2	MEASURING STUDENT PROGRESS – ASSESSMENTS	schoolwide	EL, LI, FY	Watts ES	$ 18,000	$ 122,920
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	schoolwide	EL, LI, FY	Watts ES	$ 246,576	$ 1,008,080
1	4	BROAD COURSE OF STUDY	schoolwide	EL, LI, FY	Watts ES	$ 85,000	$ 85,000
1	5	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	schoolwide		Watts ES	$ 323,588	$ 596,519
1	6	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	schoolwide	EL, LI, FY	Watts ES	$ 231,695	$ 231,695
1	7	SERVICES TO SUPPORT SWD	schoolwide		Watts ES	$ 87,775	$ 432,963
2	1	PROFESSIONAL DEVELOPMENT	schoolwide	EL, LI, FY	Watts ES	$ 7,800	$ 74,897
2	2	STRENGTHENING EL PROGRAM & SERVICES	schoolwide	EL, LI, FY	Watts ES	$ 72,221	$ 72,221
2	3	CORE CURRICULAR PROGRAM NEEDS	schoolwide		Watts ES	$ 223,652	$ 237,652
2	4	CLOSING THE DIGITAL DIVIDE	schoolwide	EL, LI, FY	Watts ES	$ 97,792	$ 162,735
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	schoolwide	EL, LI, FY	Watts ES	$ 150,644	$ 173,966
3	2	PARENT INPUT IN DECISION-MAKING	schoolwide		Watts ES	$ -	$ -
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	schoolwide	EL, LI, FY	Watts ES	$ 72,144	$ 72,144

Instructions

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders 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:

- o 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* 52064(b)(4-6)).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 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 stakeholders 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 stakeholder engagement tool.

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 stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 students and community. 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, stakeholder input, 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? 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders 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 stakeholder groups 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 stakeholder 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 stakeholder engagement 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 stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

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

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder 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 stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests 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 stakeholder 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 services
- 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 stakeholders 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 stakeholders 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 stakeholders. 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 stakeholders, 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.

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 2020–2021 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 **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

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 expenditure 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 expenditure 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. Minor variances in expenditures 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 stakeholders. 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 stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

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.

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% 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% 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%: For school districts with an unduplicated pupil percentage of 55% 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%: For school districts with an unduplicated pupil percentage of less than 55%, 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% 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% 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. 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.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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, provide the following information for each action in the LCAP for the relevant 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.

- **Increased / Improved**: 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:

  o **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.

  o **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.

  o **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 K-5), 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".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **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).

- **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.