

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Contact Name and Title

Email and Phone

Watts Learning Center
Elementary School

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2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Watts Learning Center – Elementary School serves a highly vulnerable at-risk community in Watts, providing an academically rigorous educational program for approximately 400 students in grades TK-5 of which 54% are Hispanic, 45% African-American, and 1% American Indian, 27% English Language Learners, 10% Students with Disabilities, and 95% qualify for free-reduced lunch (per federal guidelines). Our school provides all students with 180 days of instruction that exceed the CA state requirement of 175 days.

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.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

This past year served as the initial implementation of a Multi-Tiered System of Supports (MTSS), 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 State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs and the alignment of systems necessary for all students' academic, behavioral and social 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.

As a result of input and feedback from stakeholders comprised of school staff (teachers, paraprofessionals, SPED Team, EL Interventionist), parents, and students, in addition our school's Fall 2018 CA School Dashboard, an analysis of multiple forms of data including CAASPP; our LCAP Goals have been revised, to read as follows:

- **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.

- **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.

- **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.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or 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 any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Watts Learning Center – Elementary School is proud of its Green Performance Level for the Suspension Rate Indicator; and it met all “Local Indicators.” The following chart reflects our charter school’s Fall 2018 CA School Dashboard.

FALL 2018 CA DASHBOARD: WATTS LEARNING CENTER: ELEMENTARY				
	CHRONIC ABSENTEEISM	SUSPENSION RATE	ELA	MATH
ALL STUDENTS	ORANGE	GREEN	ORANGE	YELLOW
ENGLISH LEARNERS	GREEN	BLUE	ORANGE	YELLOW
SOC. ECON DISADV.	ORANGE	GREEN	ORANGE	YELLOW
SWD	RED	YELLOW	--	--
AFRICAN AMERICAN	ORANGE	GREEN	ORANGE	ORANGE
HISPANIC	GREEN	BLUE	ORANGE	GREEN

Our school staff has received training on Positive Behavior and Intervention Supports (PBIS) from the Los Angeles County Office of Education and continues to in order to address the root causes of student behavioral issues and identify alternatives to suspension (Goal 2, Action 1). In addition, our school has expanded its support system to address social-emotional and behavioral issues. The Assistant Principal was hired this year to lead PBIS, identify root causes of chronic absenteeism, truancy, and suspension rates (Goal 1, Action 6) The Assistant Principal collaborates with the Counselor and Behavioral Specialist, to identify at-risk students, develop group structures, train teachers on classroom management, provide counseling services for students and communicate with the families. In addition, our school has implemented **A Beautiful Me,** a girl’s self-actualization group for grade 4-5 girls continued 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 (Goal 1, Action 6),

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local

indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Watts Learning Center – Elementary School received an “Orange” Performance Level for the following State Indicators:

- Chronic Absenteeism
- English Language Arts

As a result, Watts Learning Center – Elementary School has implemented the following this academic year and for the upcoming 2019-20 school year:

- Implementation of NWEA MAP Assessments for Reading and Mathematics: 3 times/year for grades K-5 (Goal 1, Action 2)
- Journeys ELA & ELD Curriculum adoption (Goal 2, Action 3)
- Summer School with a focus on ELA and Math (Goal 1, Action 3).
- Web-based intervention supplemental programs: Achieve 3000, Learning A-Z/Raz Kids, Measuring Up, Accelerated Reader (Goal 1, Action 3).
- Addition of (2) Intervention Specialist for Reading and Math (Credentialed teacher) for 2019-20 (Goal 1, Action 3)
- After-school tutoring led by credentialed teachers and Intervention Specialist that will be provided twice per week for 2 hours with a 10-week block including pre/post assessment for the 2019-20 school year (Goal 1, Action 3)
- Increasing social-emotional counseling support for students and the addition of an Assistant Principal who leads PBIS, meets with students/families, to identify root causes of absences, truancy, and behavioral issues. (Goal 1, Action 6)
- Professional Development on culturally responsive teaching to better understand the needs of our student demographics and improve the performance of underachieving minority students. Significant research and classroom practices show that minority students perform better when teaching is filtered through their own cultural experiences and frames of reference. (Goal 2, Action 1)
- Professional Development on Kagan Structures; and Ways of Council to increase student engagement and develop self-regulation for students (Goal 2, Action 1)
- Strengthened ELD Program for English Learners: Academic support will be provided by the interventionist; and students will have access to all intervention programs in addition to Rosetta Stone (Goal 2, Action 2. All classroom teachers will provide both designated and integrated ELD across all grade levels.
- Engage parents and provide Parent education workshops on how to support their child academically (Reading, writing, math) and the link between attendance rates/absences and student academic outcomes (Goal 3, Action 3)

Referring to the California School Dashboard, identify 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 performance gaps?

Performance Gaps

Watts Learning Center- Elementary does not have any state indicators in which any student group was two or more performance levels below the “all student” performance. However, the following State Indicators and Performance category are of concern to our school.

- Chronic Absenteeism: Socio-economically Disadvantaged, Students with Disabilities and African-American
- Suspension Rate for Students with Disabilities
- English Language Arts CAASPP: For all student groups
- Math CAASPP for English Learners, Socio-economically Disadvantaged, and African-American

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- Web-based intervention supplemental programs: Achieve 3000, Learning A-Z/Raz Kids, Measuring Up, Accelerated Reader (Goal 1, Action 3).
- Addition of (2) Intervention Specialist in Reading and Math(Credentialed teacher) for 2019-20 (Goal 1, Action 3)
- After-school tutoring led by credentialed teachers and Intervention Specialist that will be provided twice per week for 2 hours with a 10-week block including pre/post assessment for the 2019-20 school year (Goal 1, Action 3)
- Increasing social-emotional counseling support for students and the addition of an Assistant Principal who leads PBIS, meets with students/families, to identify root causes of absences, truancy, and behavioral issues. (Goal 1, Action 6)
- Professional Development on culturally responsive teaching to better understand the needs of our student demographics and improve the performance of underachieving minority students. Significant research and classroom practices show that minority students perform better when teaching is filtered through their own cultural experiences and frames of reference. (Goal 2, Action 1)
- Professional Development on Kagan Structures; and Ways of Council to increase student engagement and develop self-regulation for students (Goal 2, Action 1)

- Strengthened ELD Program for English Learners: Academic support will be provided by the interventionist; and students will have access to all intervention programs in addition to Rosetta Stone (Goal 2, Action 2. All classroom teachers will provide both designated and integrated ELD across all grade levels.
- Engage parents and provide Parent education workshops on how to support their child academically (Reading, writing, math) and the link between attendance rates/absences and student academic outcomes (Goal 3, Action 3)

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.

Not applicable.

Support for Identified Schools

Describe how the LEA supported 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.

Not applicable.

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.

Not applicable.

Annual Update

LCAP Year Reviewed: 2018-19

Goal 1

Use student academic and school climate data to inform decision-making regarding instructional practices, school culture and Implementation of research-based programs and practices for students to improve student achievement, school culture, and increase student access to rigor instruction, providing relevant learning experiences for all students.

State and/or Local Priorities addressed by this goal:

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

Local Priorities: 1

Annual Measurable Outcomes

Expected

Annual Growth on CAASPP ELA distance from Level (DFL) 3 Scale Scores:
Grades 3-5: -15.1 points below DFL3

Actual

SPRING 2018 ELA CAASPP MEAN SS	
	DFS
ALL STUDENTS	-25.1
ENGLISH LEARNERS	-24.6
SOC. ECON DISADV.	-27
SWD	-80.3
AFRICAN-AMERICAN	-39.3
HISPANIC	-7.8

Expected

Actual

Annual Growth on CAASPP Math distance from Level (DFL) 3 Scale Scores: Grades 3-5: -4.5 points below DFL3

SPRING 2018 MATH CAASPP MEAN SS	
	DFS
ALL STUDENTS	-17.2
ENGLISH LEARNERS	-10.4
SOC. ECON DISADV.	-20.8
SWD	-72.5
AFRICAN-AMERICAN	-31.8
HISPANIC	+0.5

Increase Attendance Rates to >95%

2017-18: 95.4%

Decrease Chronic Absenteeism rates to 10%

WATTS LEARNING CENTER - ELEMENTARY			
2017-18 CHRONIC ABSENTEEISM RATE			
	CUM ENROLL	COUNT	RATE
SCHOOLWIDE	420	50	11.9%
AFRICAN-AMERICAN	211	33	15.6%
HISPANIC	201	15	7.5%
EL	101	9	8.9%
SOC. ECON DISADV.	404	45	11.1%
SPED	35	8	22.9%

% Students Including UP & SWD with access and enrolled in a broad course of study:

2018-19: 100%

Increase % of Grade 5 Students meeting 6 of 6 Healthy Fitness Zone (HFZ) Areas on PFT to 20%

2018-19: 15.9%

Administer Facility Inspection Tool (FIT): Score Good or Better

2018-19: Exemplary

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures																									
<u>STAFF TO SUPPORT SCHOOL’S BASE PROGRAM</u> Watts Learning Center – Elementary School will employ 15 appropriately credentialed teachers and a School Director as part of the school’s base program	<u>STAFF TO SUPPORT THE SCHOOL’S CORE PROGRAM</u> Watts Learning Center – Elementary School employed a total of 15 teachers (14 of 15 are appropriately credentialed, 1 has an intern credential) who are appropriately credentialed and assigned teachers and a School Director . Additionally, Watts Learning Center – Elementary School provides an instructional program that includes a longer school year and longer school day and total instructional minutes that exceed the CA State requirement as outlined in the following chart below. <table border="1"><thead><tr><th colspan="5">INSTRUCTIONAL TIME REQUIREMENTS</th></tr><tr><th></th><th>DAYS</th><th>TK/K</th><th>1-3</th><th>4-5</th></tr></thead><tbody><tr><td>CA REQUIRED:</td><td>175</td><td>36,000</td><td>50,400</td><td>54,000</td></tr><tr><td>WLC - ELEM.</td><td>180</td><td>61,520</td><td>61,520</td><td>61,520</td></tr><tr><td>DIFFERENCE</td><td>+5</td><td>+25,520</td><td>+11,120</td><td>+7,520</td></tr></tbody></table> Our school offers 180 instructional days; that includes 25,520 additional	INSTRUCTIONAL TIME REQUIREMENTS						DAYS	TK/K	1-3	4-5	CA REQUIRED:	175	36,000	50,400	54,000	WLC - ELEM.	180	61,520	61,520	61,520	DIFFERENCE	+5	+25,520	+11,120	+7,520	\$1,358,543 LCFF Base 1000, 3000	\$1,302,744 LCFF Base 1000, 3000
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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>instructional minutes for grades TK/K, 11,120 additional instructional minutes for grades 1-3; additional 7,520 instructional minutes for grades 4-5.</p> <p>Teachers attended 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.</p>		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>ASSESSMENTS</u></p> <p>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.</p> <ul style="list-style-type: none"> • NWEA MAP Assessment in ELA, Math for Grades 3-5 • Interim Assessment Blocks (IAB) • Interim Comprehensive Assessment (ICA) • Formative assessments • Summative Assessments • Unit assessments: publisher • Benchmark Assessments: teacher created ELA, Math & Science • OLSAT: Gate Test • ESGI: Placement test for TK/K (placement and intervention) <p>In addition, Watts Learning Center – Elementary School will administer the following state-mandated assessments:</p> <ul style="list-style-type: none"> • ELPAC: Initial & Summative for ELL 	<p><u>ASSESSMENTS</u></p> <p>As part of our school’s initiative to use multiple forms of data to inform instruction, monitor student progress, and identify appropriate supports and interventions. The following assessments were administered this year:</p> <ul style="list-style-type: none"> • NWEA MAP Assessment in ELA, Math for Grades 3-5 • Interim Assessment Blocks (IAB) • Formative assessments • Summative Assessments • Unit assessments: publisher • Benchmark Assessments: teacher created ELA, Math & Science • OLSAT: Gate Test • ESGI: Placement test for TK/K (placement and intervention) <p>In addition, our students were administered the following state-mandated assessments:</p> <ul style="list-style-type: none"> • ELPAC: Initial & Summative for EL • CAASPP ELA & Math: Grades 3-5 • CA Science Test: Grade 5 • Physical Fitness Test: Grades 5 	<p>\$10,000</p> <p>LCFF Base</p> <p>4000</p>	<p>\$7,789</p> <p>LCFF Base</p> <p>4000, 5000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none">• CAASPP: ELA & Math – Grades 3-5• CA Science Test: Grades 5• Physical Fitness Test (PFT): Grade 5			

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTIONS:</u></p> <p>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.</p> <p>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 Intervention Teacher, and/or the Instructional Aides (12), during the instructional day. Students in grades 4-5 are taught Cornell note taking skills.</p> <p>Our students will have access to the following academic intervention web-based programs that will be used during the instructional day and the intervention</p>	<p><u>STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS FOR ACADEMIC INTERVENTIONS:</u></p> <p>Upon an analysis of Spring 2018 CAASPP Results (ELA/Math), internal assessments, feedback from teachers and the Leadership Team as well as the data collected from classroom observations, our school developed academic interventions for ELA & Math to support all students, including unduplicated students, and ensure they are on track towards grade level mastery, in order to narrow and close the achievement gap.</p> <p>The School’s Director provided all teachers with instructional coaching, and feedback. Instructional Aides (9) provided academic support/intervention to students who struggled academically.</p> <p>In addition, our students accessed the following academic intervention programs:</p> <ul style="list-style-type: none"> • Learning A-Z/Reading A-Z, Raz Kids (subscription) • Zingy Science (subscription) • Brain Pop (subscription) • Measuring Up (subscription): 	<p>\$670,024</p> <p>LCFF S&C (272,313)</p> <p>Title I (188, 965)</p> <p>ASES (208,746)</p> <p>1000, 2000, 3000, 4000, 5000</p>	<p>\$645,394</p> <p>1. LCFF S&C (\$361,048)</p> <p>2. Title I (\$75,600): (3) Instructional Aides</p> <p>3. ASES (\$208,745)</p> <p>1. 1000, 2000, 3000, 4000, 5000</p> <p>2. 2000, 3000</p> <p>3. 5000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>block.</p> <ul style="list-style-type: none"> • Learning A-Z/Reading A-Z, Raz Kids (subscription) • Zingy Science (subscription) • Brain Pop (subscription) • Measuring Up (subscription): ELA/Math <p>Students who struggle academically will be referred to after-school tutoring led by 6 credentialed teachers, 2 days/week for 2 hours over a 10-week block. This targeted intervention will be offered twice per year.</p> <p>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).</p> <p>For students who are struggling academically, they will be referred to the 10-week Saturday School Program, for students who struggle academically as identified using NWEA MAP results that meets for 4 hours. Saturday School Program will offer the 10-week program</p>	<p>ELA/Math</p> <p>Students who struggled academically received after-school tutoring led by 9 credentialed teachers, 2 days/week for 2 hours over a 10-week block. This targeted intervention was offered twice this past year.</p> <p>Our school offered before & after-school academic and social enrichment program (ASES) contracted with STAR to provide literacy enrichment. Students were identified based on CAASPP results and internal assessment results. Another component to this program was offered to 60 additional students (Nira Long Program).</p> <p>Watts Learning Center – Elementary School offered a 4-week Intensive Summer School Program that focused on ELA and Math led by 7 credentialed teachers, and (4) Instructional Assistants. Students were identified based on Spring NWEA MAP ELA & Math results, academic grades and teacher recommendation.</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>twice (Fall/Spring) led by 6 credentialed teachers. Students will be referred to this intervention program based on NWEA MAP results (students performing below 21st percentile), receiving 1 or 2 on their report cards in ELA or Math.</p> <p>Mentoring Minds Program will provide supplemental ELA and math that includes performance tasks, asking for evidence and other skills.</p> <p>In order to avoid the summer slide, WLC-ES will offer a 4-week intensive Summer School Program in ELA, Math, led by 7 credentialed teachers, and (4) Instructional Assistant, that will be based on findings from NWEA MAP, 3rd trimester academic grades, and teacher referral.</p>			

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>COURSE ACCESS:</u></p> <p>In order to prepare all students for the</p>	<p><u>COURSE ACCESS:</u></p> <p>All students including unduplicated pupils,</p>	\$30,000	\$102,529

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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:</p> <ul style="list-style-type: none"> • Yoga: Grades 1-5 • Recorder: Grades 2-5 • Coding • Choir • Physical Education Health & Nutrition 	<p>and Students with Disabilities, at Watts Learning Center - Elementary School are enrolled in and receive instruction in all core subjects (ELA, Math, Science, Social Studies/History); and also have access to the following elective and/or enrichment courses:</p> <ul style="list-style-type: none"> • Master's Art Program • Yoga: Grades 1-5 • Recorder: Grades 2-5 • Coding • Choir • Physical Education Health & Nutrition <p>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.</p>	<p>LCFF S&C 5000</p>	<p>LCFF S&C 2000, 3000, 5000</p>

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

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Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>FACILITIES</u></p> <p>The following actions and services are required in order to: ensure a safe, and well-maintained school facility; and appropriate classroom space to implement the school's program:</p> <ul style="list-style-type: none"> • Facility Leasing Costs • Upgrades/repairs/maintenance: Playground repairs, fending, shades, installation of front gates (add locks) • Add security surveillance system, alarm system, and walkie-talkies • Administer an annual Facility Inspection (FIT) report • Purchase furniture for Library/Computer Lab 	<p><u>FACILITIES</u></p> <p>The following actions are essential in order to provide all students, and staff with a safe, clean, and well maintained school site:</p> <ul style="list-style-type: none"> • Facility leasing expenses • FIT report was completed • Upgrades/repairs/maintenance: Playground repairs, fending, shades, installation of front gates (add locks) • Administer an annual Facility Inspection (FIT) report 	<p>\$455,000</p> <p>LCFF Base (\$152,250)</p> <p>SB740 (\$267,750)</p> <p>LCFF S&C (\$35,000)</p> <p>4000, 5000</p>	<p>\$443,451</p> <p>1. LCFF Base (\$175,701)</p> <p>2. SB740 (267,750)</p> <p>1. 5000</p> <p>2. 5000</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION:</u></p> <p>Upon a review and analysis of our school's student profile data, discussions with teachers, students and parents, our school has implemented a comprehensive suite of services to meet the needs of our students including implementation of Positive Behavior Intervention Support (PBIS) through the CHAMPS Program, an alternatives to suspension to improve school climate, behavior, and reduce suspension rates.</p> <p>The Assistant Principal will head the PBIS team and be in charge of discipline, and chronic absenteeism/attendance rates.</p> <p>Our school will provide counselor onsite to provide social-emotional counseling and facilitate SE groups. Also, a Behavioral Specialist Aide who will work with select students 1:1 with significant behavioral issues.</p>	<p><u>STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION:</u></p> <p>Watts Learning Center - Elementary School provided its students with a comprehensive social-emotional and behavioral counseling services onsite and has implemented Positive Behavior Intervention Support (PBIS) through the CHAMPS Program, an alternatives to suspension to improve school climate, behavior, and reduce suspension rates. The Assistant Principal leads the Multi-tiered System of Supports, that focuses on social-emotional, behavioral, and academic needs of students which included monitoring/addressing chronic absenteeism and attendance rates. This past year, the Assistant Principal collected data on the root causes of chronic absenteeism, and implemented the following:</p> <ul style="list-style-type: none"> • Established attendance incentives • Monthly recognition for students with perfect attendance • Weekly incentives 	<p>\$147,010</p> <p>LCFF S&C</p> <p>1000, 3000, 5000</p>	<p>\$152,615</p> <p>1. LCFF S&C (\$42,455)</p> <p>2. Title I (\$110,160): Assistant Principal</p> <p>1. 2000, 3000, 5000</p> <p>2. 1000, 3000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Our school will continue to implement Playworks, a physical education program that teaches cooperative play, and will train teachers and Instructional Assistants. Playworks (contracted services) will also train a specific group of students to be “coaches” who will implement the components of this program during recess and lunch with their peers.</p> <p>Our school will offer “A Beautiful Me” – girl’s self-actualization group (contracted services) for grades 4-5, that meets twice per week.</p>	<ul style="list-style-type: none"> • Phone calls were made to parents on daily basis • Letters were sent home <p>Our school contracted Playworks, a physical education program that teaches cooperative play, and coaches our teachers and paraprofessionals. Also, “A Beautiful Me,” a girl’s self-actualization group for grade 4-5 girls continued 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.</p> <p>Watts Learning Center – Elementary School partnered with Kedren Counseling services to provide social-emotional counseling to our students. We contracted services from the Behavioral Specialist to provide intensive support for specific students with significant behavioral issues.</p>		

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>STAFFING, SERVICES & PROGRAM TO SERVICE SPED STUDENTS:</u></p> <p>SPED Team: will provide instructional and social emotional supports as outlined in the student's IEP. Our staffing will include but is not limited to:</p> <ul style="list-style-type: none"> • 1 RSP Teacher • 1 Resource Aide • Contracted services as needed. 	<p><u>STAFFING, SERVICES & PROGRAM TO SERVICE SWD:</u></p> <p>Our SPED Team (RSP Teacher, Psychologist, Paraprofessionals, Contracted Services, etc.) includes staff that supports our student's needs and those services outlined in their IEP. Our Students with Disabilities also have access to all intervention programs as outlined in Goal 1, Action 3.</p> <p>Approximately 95% of our Students with Disabilities (SWD) are also unduplicated pupils (Low Income, English Learners, and/or Foster Youth).</p>	<p>\$174, 492</p> <p>Special Ed</p> <p>1000, 3000, 5000</p>	<p>\$373,649</p> <p>1. SPED (\$290,913)</p> <p>2. LCFF BASE (\$82,736)</p> <p>1. 1000, 2000, 3000, 4000, 5000</p> <p>2. 5000</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions were implemented with fidelity to achieve Goal 1. In addition, this year Watts Learning Center – Elementary School initiated and established a Multi-tiered System of Supports (MTSS) to address the academic, social-emotional and behavioral needs of our students.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Watts Learning Center – Elementary School did not meet its annual growth for ELA and Math CAASPP. As identified in Action 2, multiple assessments have been administered to monitor student progress and inform instruction. The following NWEA MAP Charts (Reading & Math demonstrate student performance by grade level and student group, from Fall 2018 to Spring 2019, including End of Year Norm.

2018-19 NWEA MAP RESULTS: READING																	
GRADE LEVEL	FALL					WINTER					SPRING					MEAN RIT GROWTH	85th PERCENTILE EOY NORM
	18-19 MEAN RIT	AFRICAN-AMERICAN	HISPANIC	EL	SPED	MEAN RIT	AFRICAN-AMERICAN	HISPANIC	EL	SPED	MEAN RIT	AFRICAN-AMERICAN	HISPANIC	EL	SPED		
GRADE K	133.5	134.6	132.3	129.5	128.8	143.7	142.9	143.3	142.5	138.3	151	147.8	152.1	151.4	147.3	17.5	153
GRADE 1	152.9	153.6	152.7	152.8	141.2	166.3	167.3	165.6	164.5	153	171.7	172.3	171.7	170.3	157.5	18.8	173
GRADE 2	162.5	160.1	164.9	160.1	155.2	166.2	164.3	168.3	159.8	160.9	172.8	169.6	176.1	168.5	170.9	10.3	191
GRADE 3	179.3	179.4	179.6	172.2	168.9	185.9	185.8	187.3	175.3	173.8	192.8	191.1	195.8	188.6	182.7	13.5	202
GRADE 4	190.1	189.6	190.7	184.1	177.1	198.6	196.9	201.2	194.9	185	202	199.3	206.1	200.3	188.1	11.9	209
GRADE 5	202.3	201.7	203.1	189.3	189.2	207.6	206.2	209.1	195.1	196.6	207.7	205.2	210.6	195.3	196	5.4	214
2018-19 NWEA MAP RESULTS: MATH																	
GRADE LEVEL	FALL					WINTER					SPRING					MEAN RIT GROWTH	85th PERCENTILE EOY NORM
	18-19 MEAN RIT	AFRICAN-AMERICAN	HISPANIC	EL	SPED	MEAN RIT	AFRICAN-AMERICAN	HISPANIC	EL	SPED	MEAN RIT	AFRICAN-AMERICAN	HISPANIC	EL	SPED		
GRADE K	129	129.2	128.3	127.5	120.5	141.9	143.8	140	137.4	133.5	150.5	147.2	151	149.3	147.8	21.5	156
GRADE 1	153.1	155.1	152.8	152.3	140.6	168.3	171.5	166.9	166.7	152.3	174.8	174.4	175.2	173.1	166	21.7	176
GRADE 2	166.6	163.7	169.7	167.2	159.4	174	172.7	175.7	170	168.7	177.4	175.6	179.1	173.7	171.2	10.8	192
GRADE 3	183.5	183.6	183.3	176.6	176	189.2	187.9	190.5	183.9	179.4	197.2	195	200.3	193.6	187.4	13.7	204
GRADE 4	195.2	193.3	197.9	193.5	182.5	202.3	200.5	205.3	200.8	188.9	208.4	207.2	210.5	208.2	193.9	13.2	217
GRADE 5	209.6	207.8	212	200.7	194.8	214.9	212.6	217.6	203	202.2	218.7	215.8	221.7	207.7	205	9.1	229

As evidenced by NWEA MAP Fall to Spring Reading Data, all grade level demonstrated growth with the most significant growth in grades K-1; and the least growth in grade 5. However, no grade level or student group met the 85th percentile End of Year Norm (a predictor of CAASPP Standards Met). The Hispanic student group demonstrated the greatest growth across all grade level.

For mathematics: there was significant growth across all grade levels with the least growth in grade 5. Again, the Hispanic student group growth surpassed all student groups including the grade level Mean RIT, but no grade level or student group met the 85th percentile End of Year Norm. This was the first year that NWEA MAP data was disaggregated by grade level and student group; and our school used a higher threshold (85th percentile) as an indicator and predictor for CAASPP Standards Met. The 85th percentile threshold was used as a result of a Psychometric Study conducted by NWEA and researchers linking Smarter Balanced Assessments to NWEA MAP Growth Test.

This year, the Principal also revamped and strengthened the academic intervention and social-emotional intervention programs for students, and end of year analysis will take place, which will impact change/modifications to the 2019-20 school year MTSS Program implementation.

In addition, our annual growth target with the Healthy Fitness Zone via the Fitnessgram was not met. There is a need to strengthen the physical education program and train our PE staff to better prepare our students with additional opportunities to improve their performance on the Fitnessgram.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The following are the material differences between Budgeted Expenditures and Estimated Actual Expenditures:

- Action 3: Despite significant recruitment efforts, the intervention teacher not filled; and there was a reduction of instructional aides. As a result of the analysis of CAASPP (ELA/Math), ELPAC and NWEA (ELA/Math) results, the Principal revamped the school's program and established a Multi-tiered System of Supports (MTSS) that focuses on academic, social-emotional, and behavioral supports for all students. This required modifications to the school's staffing, and programs to meet the needs of every student starting with the first day of school. This resulted in the addition of an Assistant Principal (Action 6); and establishing a 4-week intensive summer school program led by credentialed teachers and Instructional Assistants, using NWEA pre/post data. The GATE Program was also launched this year with GATE assessments.
- Action 4: The Masters Art Program was added this year to the Broad Course of Study. 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.
- Action 6: As stated earlier, this year was the initial implementation year of MTSS, and an Assistant Principal was hired to strengthen the social-emotional and behavioral supports for all students (General education and SWD).

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

As a result of the school's recent CA Dashboard, internal benchmark data (ELA/Math), and CAASPP results, and stakeholder input and feedback, there is a need to revise Goal #1 to: "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."

Goal 2

Provide all students with high quality instruction using rigorous Common Core standards aligned curriculum that includes writing across the curriculum, and relevant learning experiences that elicits academic discourse and encourages student engagement.

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: 100%

2018-19: 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	
	2018-19
ELA	4
ELD	4
MATH	5
NGSS	2
HISTORY	2
PE	3

% of teachers who are appropriately credentialed and assigned: 100%

2018-19: 88% (14 out of 15 teachers are appropriately credentialed; 1 teacher currently holds an intern permit and is in the process of clearing their credential.)

Expected

Actual

% of EL who progress in English Proficiency as measured by ELPAC

2017-18: 31.3% (Baseline)

Increase English Learner reclassification rate as measured by ELPAC

2017-18: 19.8% (CELDT)

2018-19: 13.9% (ELPAC)

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>PROFESSIONAL DEVELOPMENT</u></p> <p>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. Topics of focus will include:</p> <ul style="list-style-type: none"> • NGSS • Positive Behavioral Supports for all Students • Lesson Planning with CCSS • Culturally Responsive Teaching • Teaching Assistant Prep Course • Kagan Structures • Thinking Maps • Interim Assessments • Way of Council Training • GLAD Strategies <p>All teachers will participate in 10 days of summer professional development; 3 non-instructional days during the academic year, and biweekly during the school year (2 Wednesdays/month; and 1</p>	<p><u>PROFESSIONAL DEVELOPMENT</u></p> <p>Watts Learning Center – Elementary School has provided all teachers with evidence based professional development aligned to the CA State Standards, school’s mission and educational program, staff input and feedback, and an analysis of student academic, social-emotional and behavioral needs. At Watts Learning Center – Elementary School, a key component of effective professional learning is that it is evidence-based, robust, ongoing (rather than one-time), includes coaching and feedback.</p> <ul style="list-style-type: none"> • NGSS • Positive Behavior Intervention Supports (PBIS) • Culturally Responsive Teaching • Teaching Assistant Prep Course • Thinking Maps • Interim Assessments • Way of Council Training • Achieve 3000 • Classroom Planning: Teacher Coaching (Consultant) 	<p>\$40,539</p> <p>Title II (\$20,539)</p> <p>LCFF S&C (20,000)</p> <p>5000</p>	<p>\$35,463</p> <p>1. Title II (\$20,254)</p> <p>2. LCFF S&C (\$15,209)</p> <p>1. 5000</p> <p>2. 1000, 3000, 5000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Friday/month) as PLCs.</p> <p>In addition, our teachers and administrative team will have opportunities to attend workshop, and/or conferences as part of their professional learning.</p> <ul style="list-style-type: none"> • CCSA Conference • ELPAC Institute • National Charter School Conference <p>In order to support teacher quality, our school will pay for BTSA expenses for teachers, to ensure teachers are appropriately credentialed.</p>	<ul style="list-style-type: none"> • Induction costs: to support our teachers towards clearing their credential, support high quality teachers and maintain teacher retention. • Substitute Teachers: are provided for teachers who attend professional development/learning during the instructional day. <p>Our school administrators, teachers and paraprofessionals attended various workshops and conferences to improve their practice and professional learning which include but are not limited to:</p> <ul style="list-style-type: none"> • CCSA Conference • ELPAC Institute • National Charter Schools Conference 		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>ELD PROGRAM</u></p> <p>Watts Learning Center – Elementary School will review and revise its EL Master Plan to align with the implementation of the ELPAC; recently adopted Imagine Learning ELD Curriculum and supplemental/intervention web-based programs (outlined earlier in this LCAP under intervention), in order to ensure that all ELs receive appropriate, adequate and targeted ELD designated and integrated instruction. Our classroom teachers/School Director will administer the ELPAC assessment, analyze ELPAC results, student work, monitor internal assessments, to assess EL for reclassification, academic intervention and/or SST and will also provide designated ELD instruction.</p>	<p><u>STAFFING, SERVICES & PROGRAM TO SERVICE ELL STUDENTS:</u></p> <p>Watts Learning Center – Elementary School continued to strengthen its EL Program through professional development and coaching for teachers and paraprofessionals. Our EL utilized Learning A-Z (Spanish version) – Goal 1, Action 3; Rosetta Stone, and Journeys ELD curriculum (Goal 2, Action 3). Our Leadership Team reviewed and revised the EL Master Plan to align with the CDE/SBE newly adopted reclassification criteria. Our EL students receive designated and integrated ELD by their classroom teachers.</p>	<p>\$1,000 LCFF S&C 5000</p>	<p>\$4,650 LCFF S&C 5000</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>CORE CURRICULUM TO BE PURCHASED:</u></p> <p>Every student has access to standards-aligned curriculum. Watts Learning Center – Elementary School will purchase the following curriculum:</p> <ul style="list-style-type: none"> • Journeys • Singapore Math • Studies Weekly • Foss Science Kits • Thinking Maps • ST Math: Mind Institute • Coding Curriculum 	<p><u>CORE CURRICULUM PURCHASED:</u></p> <p>Watts Learning Center – Elementary School ensures that every student has access to standards-aligned core curriculum. This year, the following purchases were made:</p> <ul style="list-style-type: none"> • Journey ELA/ELD Curriculum • Singapore Math • Studies Weekly: Social Studies • Thinking Maps • ST Math: MIND Institute • Science instructional materials 	<p>\$45,000</p> <p>LCFF Base</p> <p>4000</p>	<p>\$23,662</p> <p>LCFF Base</p> <p>4000</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>TECHNOLOGY</u></p> <p>Watts Learning Center – Elementary School will expand and provide technology access for all students schoolwide. As a result, the following is list of technology devices for purchase but is not limited to:</p> <ul style="list-style-type: none"> • Chromebooks in order to implement 1:1 student to device ratio • Student Lab: PC Desktop Computers • 20 laptop carts • STEM Coding Kits (100) Laptops for teachers 	<p><u>TECHNOLOGY</u></p> <p>Watts Learning Center – Elementary School has successfully implemented a 1:1 student to device ratio, and teachers utilize Google Apps for Education (GAFE). Technology purchases this year include but are not limited to:</p> <ul style="list-style-type: none"> • Chromebooks for student use • Computers: for the Computer Lab • Furniture for the Computer Lab & Library • Laptop Charging Carts • Laptops for teachers 	<p>\$20,000</p> <p>LCFF S&C</p> <p>4000</p>	<p>\$226,289</p> <p>LCFF S&C</p> <p>2000, 3000, 4000, 5000</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>STAFFING, STRATEGIES, PROGRAMS & ACTIVITIES TO PROMOTE STUDENT ENGAGEMENT:</u></p> <p>In order to provide students with relevant learning experiences outside of the classroom, our school will host and/or provide the following:</p> <ul style="list-style-type: none"> • Field trips aligned to the content standards • Implement GATE Program led by the GATE Coordinator • Class circles/rotations, alternative seating • Lunch Clubs: Drama, Pokémon, Reading, Art facilitated by Instructional Assistants to support alternative play • Doby Boys: spoken word and chess, contracted services as part of the after-school program that meets twice per week. • Teachers will utilize Hapara (subscription) to differentiate instruction 	<p><u>STAFFING, STRATEGIES, PROGRAMS & ACTIVITIES THAT PROMOTE STUDENT ENGAGEMENT:</u></p> <p>Watts Learning Center – Elementary School provided numerous opportunities to engage students in the learning process that included:</p> <ul style="list-style-type: none"> • Field trips aligned to the content standards • GATE Program led by the Assistant Principal was implemented • Class circles/rotations, alternative seating was initiated. • Lunch Clubs were partially implemented. • Doby Boys: spoken word and chess, contracted services as part of the after-school program that meets twice per week. 	<p>\$16,000 LCFF S&C 5000</p>	<p>\$19,000 LCFF S&C 5000</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions and services were implemented with fidelity to achieve Goal 2. In addition, Professional Development was expanded to support quality and delivery of instruction. Our school established a Computer Lab and Library housed with Computers and furniture.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services were effective in achieving Goal 2. However, there is a need to continue to strengthen professional learning opportunities to improve the quality and delivery of instruction, and recruit appropriately credentialed teachers that support the school's mission, vision, growth mindset, to improve student academic achievement and close the achievement gap among all student groups. There was a need to provide professional development on culturally responsive teaching to better understand the needs of our student demographics and improve the performance of underachieving minority students. Significant research and classroom practices show that minority students perform better when teaching is filtered through their own cultural experiences and frames of reference.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The following are the material differences between Budgeted Expenditures and Estimated Actual Expenditures:

- Action 1: GLAD Strategies and Kagan Professional Development was not provided because our focus was on Culturally Responsive Teaching; Using Data to inform instruction; and implementing Achieve 3000 with fidelity to improve student outcomes.
- Action 3: Coding curriculum was not purchased because our focus was on strengthening ELA and Math instruction; and revamping academic, social-emotional and behavioral supports for students.
- Action 4: Our school established a Computer Lab and Library housed with technology devices and comfortable furniture to engage students in the learning process.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

As a result of our school's recent implementation of MTSS, analysis of CAASPP and internal benchmark assessment data (ELA/Math), there is a need to revise LCAP Goal #2 to "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." In addition, Action 5 will be eliminated and moved to/combined with Goal 3, Action 1, because in order to have a positive school culture and climate, student engagement is an essential component.

Goal 3

Improve student academic outcomes by effectively collaborating with parents, families and community partners to support student learning and achievement.

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: Met

2018-19: Met
See Action 2

Parent involvement will include opportunities for participation in programs for unduplicated students: Met

2018-19: Met
See Action 3

Maintain Suspension rates: <2%.

2017-18 SUSPENSION RATE						
ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP
SCHOOLWIDE	425	5	5	1.2%	100.0%	0.0%
AFRICAN-AMERICAN	213	5	5	2.3%	100.0%	0.0%
HISPANIC	204	0	0	0.0%	0.0%	0.0%
ELL	104	0	0	0%	0%	0%
SOC. ECON DISADV	408	5	5	1.2%	100.0%	0.0%
SPED	36	1	1	2.8%	100.0%	0.0%

Maintain Expulsion Rate <1%

2017-18: 0%

Expected

Actual

Increase participation rate on parent survey to 48%

2018-19: 115 parents

- 93% Agree/Strongly Agree the school allows input and welcomes parents' contributions.
- 96% Agree/Strongly Agree the school encourages me to be an active partner with the school in educating my child.
- 89% Agree/Strongly Agree that parents feel welcome to participate at this school.
- 95% Agree/Strongly Agree school staff treat parents with respect.
- 96% Agree/Strongly Agree school staff are helpful to parents.
- 83% of respondents stated they have attended a school or class event this year.
- 96% Agree/Strongly Agree the School keeps them well-informed about school activities.
- 92% Agree/Strongly Agree teachers communicate with parents about what students are expected to learn in class.

Increase participation rate on student survey to 72%

2018-19: 19% participation rate grade 3

- 71% agreed that there are caring adults at the school.
- 90% agreed that the adults at the school have high expectations for all students.
- 66% agreed that students are provided with meaningful participation at the school.
- 81% agreed they feel a sense of connectedness at the school.
- 100% agreed that they feel safe at school.

Increase participation rate on staff survey:

2018-19: Participation Rate 80% (12 staff)

- 100% Agree/Strongly Agree that the school provides a learning

Expected

Actual

- environment that is supportive and inviting.
- 100% Agree/Strongly Agree that the school sets high standards for academic performance for all students.
- 100% Agree/Strongly Agree that the school promotes academic success for all students.
- 100% Agree/Strongly Agree that the adults at the school ensure a safe and supportive environment.
- 100% Agree/Strongly Agree that the staff feel responsible to improve the school.
- 100% Agree/Strongly Agree that the staff support and treat each other with respect.

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE A POSITIVE SCHOOL CLIMATE & ENSURE A SAFE SCHOOL:</u></p> <p>Watts Learning Center – Elementary School will implement the following actions and services to ensure all students are provided with a safe, welcoming and positive learning community.</p> <ul style="list-style-type: none"> • The Leadership Team will annually review and revise the Comprehensive School Safety Plan. • The school’s entire staff will be trained on the School Safety Plan, PBIS, and monthly drills will take place. • Host Morning assemblies every Monday • Lessons on Monthly Core Values: Acceptance, Achievement, Community, Commitment, Integrity and Respect. Will provide t-shirts to students who exude the core values. • Host monthly CHAMPS Assembly: where the school acknowledges 	<p><u>STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES THAT PROMOTE A POSITIVE SCHOOL CLIMATE & ENSURE A SAFE SCHOOL ENVIRONMENT:</u></p> <p>In order to promote a positive school climate and ensure students feel safe on campus our school implemented the following:</p> <ul style="list-style-type: none"> • School Safety Plan was reviewed, revised and emergency drills took place. Supervision schedule was developed and implemented to promote a safe learning environment for all. Emergency medical supplies were purchased. • Monthly CHAMPS Assembly took place: 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 • CA Healthy Kids Survey was 	<p>\$48,323</p> <p>LCFF S&C</p> <p>2000, 3000, 5000</p>	<p>\$78,460</p> <p>LCFF S&C</p> <p>2000, 3000, 4000, 5000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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</p> <ul style="list-style-type: none"> • Host award assemblies • Administer annual staff and student survey. • Yard Supervision Aides • Subscribe to Raptor Visitor Management Software to track visitors. • Purchase staff uniforms & safety uniform/equipment for traffic safety and supervision. 	<p>administered for students, staff and parents. Results will be shared with stakeholders once results are analyzed.</p> <ul style="list-style-type: none"> • Raptor Visitor Management Software was purchased and implemented to screen all visitors. • Staff uniforms & safety uniform/equipment for traffic safety and supervision • Added outsourced security guard services, security surveillance system, alarm system, and walkie-talkies 		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>PARENT INPUT IN DECISION-MAKING</u></p> <p>At Watts Learning Center – Elementary School, parent input in decision-making will take place through the following:</p> <ul style="list-style-type: none"> • School Site Council (SSC) • English Language Advisory Committee (ELAC) • Parent Council <p>The School Director is responsible for organizing these meetings with teacher, classified staff and parents to participate in these committees.</p>	<p><u>PARENT INPUT IN DECISION-MAKING</u></p> <p>In order to promote and elicit parent input in decision-making, Watts Learning Center – Elementary School hosted SSC, and ELAC Meetings during the school year and discussed and obtained input/feedback on the school’s LCAP Goals, Actions/Services and Annual Measureable Outcomes</p>	<p>No additional cost to school</p>	<p>No additional cost to school</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION:</u></p> <p>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.</p> <p>The Parent Coordinator will facilitate the following:</p> <ul style="list-style-type: none"> • Coffee Chat with the Director • Parent workshops: Reading strategies, math, use of Social Media • Communicate with families on upcoming events, committee meetings, etc. • Promote volunteer program • Provide translation services • Issue invitations to families for schoolwide events, and forum especially for families/guardian with unduplicated students (EL, low income, foster youth) and families with children identified with a disability. 	<p><u>OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION:</u></p> <p>Watts Learning Center – Elementary School has provided all parents (including unduplicated and Students with Disabilities) with numerous opportunities to engage as partners in their child’s education. This academic year, our school employed a Parent Coordinator that was split between our school and Watts Learning Center Middle School who facilitated parent workshops, issued invitations to families for schoolwide events, provided translation services, and was also involved in student recruitment. However, the Parent Coordinator’s bandwidth was limited being split between 2 schools; and eventually the School Principal took on this role.</p> <p>Our school’s website was updated regularly as this is an effective method to communicate with families, community members and prospective families. Our school used Parent Square to communicate with families; and teachers used Class Dojo regularly which served to</p>	<p>\$4,000</p> <p>LCFF S&C</p> <p>4000, 5000</p>	<p>\$39,834</p> <p>LCFF S&C</p> <p>2000, 3000, 5000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • Parent and student outreach to recruit new students, especially unduplicated students. • Ensure school's website is updated regularly for parents • Purchase school t-shirts for parents • Staff will communicate with families using Parent Square, Class Dojo, and Power School Parent Portal • Administer an annual Parent Survey • Parent/teacher conferences will take place 4 times/year. 	<p>be effective and efficient.</p> <p>Parent-teacher conferences took place 4 times this year. Our goal is to shift these to student-led conferences. This is a work in progress.</p>		

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Most actions/services were implemented with fidelity to support Goal #3. However, our school struggles to increase parent participation and engagement. Therefore, we plan to hire a parent coordinator for the upcoming school year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services outlined in Goal #3 were effective in improving school climate, and culture for students. However, our school continues to struggle with parent participation and engagement both at the school (via meetings/workshops, and with the annual parent survey. The Principal will continue to strengthen and outreach to increase parent participation and engagement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The following are the material differences between Budgeted Expenditures and Estimated Actual Expenditures:

- Action 1: Added outsourced security guard services, security surveillance system, alarm system, and walkie-talkies
- Action 3: Salary cost for Parent Coordinator

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on an analysis of student data, feedback from stakeholders and the Fall 2019 CA School Dashboard, there is a need to strengthen our communication and participation among parents/families and community members in order to support the school's educational program, mission and vision. Therefore, Goal #3 has been modified to: " 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.”

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Watts Learning Center - Charter Elementary School engaged and involved stakeholders in the 2018-19 LCAP Annual Update, and development of the 2019-20 LCAP Goals, Actions & Services. The school's Administrative Team met with teachers, SPED Teachers, EL Specialist, staff, parents, students and board members to discuss and plan the needs of our students. 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 and where further support is needed, as well as maximizing resource allocation.

<u>DATE(S)</u>	<u>STAKEHOLDER TYPE</u>	<u>TOPIC(S) DISCUSSED</u>	<u>METHOD OF INVOLVEMENT</u>
August 24, 2018	Parents and Staff	School Safety, Parent Engagement	Parent Volunteer Training
August 27, 2018	Parents & Staff	LCAP Goal Implementation Goal#1 and #3 School Climate	Coffee Chat w/ Principal
September 19, 2019	Parents and Staff	LCAP Goals	Parent Council
October 1, 2018	Parents & Staff	LCAP Goal # 3 School Climate Anti-Bullying /PBIS (Champs)	Coffee Chat w/ Principal
November 5, 2018	Parents & Staff	LCAP Goal Academics: Student Performance ,Local control Accountability Plan Positive school culture and Attendance	ELAC/SSC
November 8, 2018	Board of Directors	LCAP Narrative Summary -Seven Priorities for the LCAP	Board Meeting
January 9, 2019	Staff	Student Performance Review- Chronic Absenteeism	Staff Meeting
January 28, 2019	Parents & Staff	LCAP Goal# 3 Academics Student Performance ELD/ELA Re-classified Goal	SSC/ELAC
February 13, 2019	Staff	LCAP Goal: EL/ELD - Analyzing ELPAC results, reclassification criteria & academic supports for EL	Staff Meeting
February 25, 2019	Parents & Staff	LCAP Goal #3 Academics -School Climate-Parent Engagement -School Safety	SSC/ELAC
March 4, 2019	Staff	LCAP Goals	Leadership Team Meeting
March 20, 2019	Staff	LCAP Action Plan Update	Staff Meeting
March 25, 2019	Parents & Staff	NWEA & SBAC Review of Data/ Attendance Campaign	Coffee Chat w/ Principal

<u>DATE(S)</u>	<u>STAKEHOLDER TYPE</u>	<u>TOPIC(S) DISCUSSED</u>	<u>METHOD OF INVOLVEMENT</u>
March 28, 2019	Board of Directors	School Student Culture LCAP Annual Update	Board Meeting
April 24, 2019	Staff	LCAP Update	PLC Meeting
May 3, 2019	Staff	LCAP Goals	Leadership Team Meeting
April 2019	Staff & Parents	LCAP Goal #3 Parent Involvement / Goal # 1 Student Achievement ELPAC Reclassification	ELAC
May 9, 2019	Board of Directors	Discussion & Review of Local Control Accountability Plan (LCAP) for 2019-2020	Board Meeting
May 28, 2019	Staff & Parents	LCAP Goal# 2 CCSS/ Aligned Curriculum/ Student Engagement Goal#3 Parent & Community Involvement	School Site Council
June 20, 2019	Parents & Staff	2019-2020 Spring Application for Funding (Con App)	ELAC/SSC

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Input from Stakeholders throughout the school year has provided WLC with insight as to how to best support the academic and social emotional needs of our students, parents, and staff. Through a collaborative dialogue, programs have been established to support instruction with an emphasis on struggling readers. Feedback from stakeholders indicated a need to address our school community's social emotional wellness; and thus a School Counselor has been hired to work with our students, parents, and staff. Parents expressed the need for an increase in parent training and workshops, and thus WLC has implement Parent University to provide ongoing classes for our parents. Through continued collaboration and dialogue, WLC will continue to involve all stakeholders in decision making to improve the quality of life in our community.

Goals, Actions, & Services

Strategic Planning Details and Accountability

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

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

Identified Need:

There is a need to review, disaggregate (by grade level, student group), analyze and apply data finding to inform instruction and improve student academic outcomes. There is a need to use academic and social emotional universal screeners to strengthen our MTSS Program.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual Growth on CAASPP ELA distance from Level (DFL) 3 Scale Scores: Grades 3-5	-25.1 points below DFL3	-25.1 points below DFS	-20 points below DFS	-15 points below DFS
Annual Growth on CAASPP Math distance from Level (DFL) 3 Scale Scores: Grades 3-5	-14.5 points below DFL3	-17.2 below DFS	-14 below DFS	-10 below DFS
Increase Attendance Rates: >95%	96.5%	95.4%	>95%	>95%
Decrease Chronic Absenteeism rates: (0.5% decline annually)	12%	11.9%	11.4%	10.9%
% Students Including UP & SWD with access and enrolled in a broad course of study:	100%	100%	100%	100%
Increase % of Grade 5 Students meeting 6 of 6 Healthy Fitness Zone (HFZ) Areas on PFT	16.3%	15.9%	2019 Results pending	18%
Administer Facility Inspection Tool (FIT): Score Good or Better	Good	Good	Exemplary	Good or Exemplary
CA Science Test (CAST): Grade 5	N/A	N/A	Baseline Results pending	Will develop annual growth targets once Baseline results are reported.

Planned Actions / Services

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth and/or Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

STAFF TO SUPPORT SCHOOL'S BASE

STAFF TO SUPPORT SCHOOL'S PROGRAM

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

PROGRAM

Watts Learning Center – Elementary School will employ **15 appropriately credentialed teachers** and a **School Director** as part of the school's base 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.

INSTRUCTIONAL TIME REQUIREMENTS				
	DAYS	TK/K	1-3	4-5
CA REQUIRED:	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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		the academic school year.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$1,358,543	\$1,360,707
Source		LCFF Base	LCFF Base
Budget Reference		1000, 3000	1000, 3000

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

ASSESSMENTS

Watts Learning Center – Elementary School staff will continue to implement multiple types of assessments, in order to monitor each

ASSESSMENTS

Watts Learning Center – Elementary School staff will continue to implement multiple types of assessments, in order to monitor each

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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)
- Interim Comprehensive Assessment (ICA)
- Formative assessments
- Summative Assessments
- Unit assessments: publisher
- Benchmark Assessments: teacher created ELA, Math & Science
- **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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$10,000	\$7,025
Source		LCFF Base	LCFF Base
Budget Reference		4000	4000

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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.

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 **Intervention Teacher**, and/or the **Instructional Aides (12)**, during the instructional day. Students in grades 4-5 are taught Cornell note taking skills.

Our students will have access to the following academic intervention web-based programs that will be used during the instructional day and the intervention block.

- **Learning A-Z/Reading A-Z, Raz Kids (subscription)**
- **Zingy Science (subscription)**
- **Brain Pop (subscription)**
- **Measuring Up (subscription):**
ELA/Math

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.

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.

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Students who struggle academically will be referred to **after-school tutoring** led by **6 credentialed teachers**, 2 days/week for 2 hours over a 10-week block. 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).

For students who are struggling academically, they will be referred to the **10-week Saturday School Program**, for students who struggle academically as identified using NWEA MAP results that meets for 4 hours. Saturday School Program will offer the 10-week program twice (Fall/Spring) led by 6 credentialed teachers. Students will be referred to this intervention program based on NWEA MAP results (students performing below 21st percentile), receiving 1 or 2 on their report cards in ELA or Math.

Mentoring Minds Program will provide supplemental ELA and math that includes performance tasks, asking for evidence and

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).

Targeted students (identified based on NWEA MAP, Accelerated Reader, & CAASPP ELA & Math results) 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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	<p>other skills.</p> <p>In order to avoid the summer slide, WLC-ES will offer a 4-week intensive Summer School Program in ELA, Math, led by 7 credentialed teachers, and (4) Instructional Assistant, that will be based on findings from NWEA MAP, 3rd trimester academic grades, and teacher referral.</p>	<p>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.</p> <p>Employ Substitutes (2) (credentialed teachers) - small group instruction for identified students performing below grade level; relieving teachers for teacher observations/coaching and planning.</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$670,024	\$765,132
Source		LCFF S&C (272,313) Title I (188, 965) ASES (208,746)	1. LCFF S&C (\$365,567) 2. Title I (\$185,442) 3. ASES (\$208,745)
Budget Reference		1000, 2000, 3000, 4000, 5000	1. 1000, 2000, 3000, 4000, 5000 2. 1000, 2000, 3000 3. 5000

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

COURSE ACCESS:

In order to prepare all students for the careers of the 21st century, it is critical that our school

COURSE ACCESS:

In order to prepare all students for the careers of the 21st century, it is critical that our school

2017-18 Actions/Services

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2018-19 Actions/Services

<p>provide students with access to a broad course of study (science, history) and the following:</p> <ul style="list-style-type: none"> • Yoga: Grades 1-5 • Recorder: Grades 2-5 • Coding • Choir • Physical Education Health & Nutrition
--

2019-20 Actions/Services

<p>provide students with access to a broad course of study (science, history) and the following:</p> <ul style="list-style-type: none"> • Yoga: Grades 1-5 • Recorder: Grades 2-5 • Engineering, Robotics, Coding • Choir • Physical Education Health & Nutrition • Master Arts Program <p>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.</p>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$30,000	\$156,723
Source		LCFF S&C	LCFF S&C

Year	2017-18	2018-19	2019-20
Budget Reference		5000	2000, 3000, 4000, 5000

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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 the school's program:

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 the school's program:

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	<ul style="list-style-type: none"> • Facility Leasing Costs • Upgrades/repairs/maintenance: Playground repairs, fencing, shades, installation of front gates (add locks) • Add security surveillance system, alarm system, and walkie-talkies • Administer an annual Facility Inspection (FIT) report • Purchase furniture for Library/Computer Lab 	<ul style="list-style-type: none"> • Facility Leasing Costs • Upgrades/repairs/maintenance: Playground repairs, fencing, installation of gates and locks, lighting • Administer annual FIT report
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$455,000	\$563,938
Source		LCFF Base (\$152,250) SB740 (\$267,750) LCFF S&C (\$35,000)	1. LCFF Base (\$248,938) 2. SB740 (\$315,000)
Budget Reference		4000, 5000	1. 2000, 3000, 5000 2. 5000

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL

STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

SUPPORT/INTERVENTION:

Upon a review and analysis of our school's student profile data, discussions with teachers, students and parents, our school has implemented a comprehensive suite of services to meet the needs of our students including implementation of **Positive Behavior Intervention Support (PBIS)** through the **CHAMPS Program**, an alternatives to suspension to improve school climate, behavior, and reduce suspension rates.

The **Assistant Principal** will head the PBIS team and be in charge of discipline, and chronic absenteeism/attendance rates.

Our school will provide **counselor** onsite to provide social-emotional counseling and facilitate SE groups. Also, a **Behavioral Specialist Aide** who will work with select students 1:1 with significant behavioral issues.

Our school will continue to implement Playworks, a physical education program that teaches cooperative play, and will train teachers and Instructional Assistants. **Playworks (contracted services)** will also train a specific group of students to be "coaches" who will implement the components of this

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	<p>program during recess and lunch with their peers.</p> <p>Our school will offer “A Beautiful Me” – girl’s self-actualization group (contracted services) for grades 4-5, that meets twice per week.</p>	Spoken Word.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$147,010	\$267,871
Source		LCFF S&C	LCFF S&C
Budget Reference		1000, 3000, 5000	1000, 2000, 3000, 5000

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

STAFFING, SERVICES & PROGRAM TO SERVICE SPED STUDENTS:

SPED Team: will provide instructional and

STAFFING, SERVICES & PROGRAM TO SERVICE SWD STUDENTS:

The **Principal and Resource Specialist** will be

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

social emotional supports as outlined in the student's IEP. Our staffing will include but is not limited to:

- **1 RSP Teacher**
- **1 Resource Aide**
- **Contracted services as needed.**

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.

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$174, 492	\$307,290
Source		Special Ed	1. SPED (\$287,745) 2. LCFF Base (\$19,478)
Budget Reference		1000, 3000, 5000	1. 1000, 2000, 3000, 5000 2. 5000

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

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

Identified Need:

There is a need to strengthen and improve the quality and delivery of instruction to improve the diverse learning needs of our students. There is a need to ensure all EL students receive integrated ELD across all disciplines; including designated ELD.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of students that will have access to standards-aligned instructional materials:	100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20																																																
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.	Baseline	<table><tr><th colspan="2">OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS</th></tr><tr><th></th><th>2018-19</th></tr><tr><td>ELA</td><td>4</td></tr><tr><td>ELD</td><td>3</td></tr><tr><td>MATH</td><td>4</td></tr><tr><td>NGSS</td><td>1</td></tr><tr><td>HISTORY</td><td>1</td></tr><tr><td>PE</td><td>2</td></tr></table>	OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS			2018-19	ELA	4	ELD	3	MATH	4	NGSS	1	HISTORY	1	PE	2	<table><tr><th colspan="2">OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS</th></tr><tr><th></th><th>2018-19</th></tr><tr><td>ELA</td><td>4</td></tr><tr><td>ELD</td><td>4</td></tr><tr><td>MATH</td><td>5</td></tr><tr><td>NGSS</td><td>2</td></tr><tr><td>HISTORY</td><td>2</td></tr><tr><td>PE</td><td>3</td></tr></table>	OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS			2018-19	ELA	4	ELD	4	MATH	5	NGSS	2	HISTORY	2	PE	3	<table><tr><th colspan="2">OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS</th></tr><tr><th></th><th>2019-20</th></tr><tr><td>ELA</td><td>5</td></tr><tr><td>ELD</td><td>5</td></tr><tr><td>MATH</td><td>5</td></tr><tr><td>NGSS</td><td>3</td></tr><tr><td>HISTORY</td><td>3</td></tr><tr><td>PE</td><td>3</td></tr></table>	OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS			2019-20	ELA	5	ELD	5	MATH	5	NGSS	3	HISTORY	3	PE	3
OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS																																																				
	2018-19																																																			
ELA	4																																																			
ELD	3																																																			
MATH	4																																																			
NGSS	1																																																			
HISTORY	1																																																			
PE	2																																																			
OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS																																																				
	2018-19																																																			
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MATH	5																																																			
NGSS	2																																																			
HISTORY	2																																																			
PE	3																																																			
OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS																																																				
	2019-20																																																			
ELA	5																																																			
ELD	5																																																			
MATH	5																																																			
NGSS	3																																																			
HISTORY	3																																																			
PE	3																																																			
% of teachers who are appropriately credentialed and assigned.	100%	100%	88%	100%																																																
% of EL who progress in English Proficiency:	Unknown	31.3%	32%	33%																																																
Increase English Learner reclassification rate: 35%	22%	19.8% CELDT	13.9% ELPAC	15%																																																

Planned Actions / Services

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

PROFESSIONAL DEVELOPMENT

PROFESSIONAL DEVELOPMENT

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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. Topics of focus will include:

- NGSS
- Positive Behavioral Supports for all Students
- Lesson Planning with CCSS
- Culturally Responsive Teaching
- Teaching Assistant Prep Course
- Kagan Structures
- Thinking Maps
- Interim Assessments
- Way of Council Training
- GLAD Strategies

All teachers will participate in 10 days of summer professional development; 3 non-instructional days during the academic year, and biweekly during the school year (2 Wednesdays/month; and 1 Friday/month) as PLCs.

In addition, our teachers and administrative team will have opportunities to attend **workshop, and/or conferences** as part of their

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**

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	<p>professional learning.</p> <ul style="list-style-type: none"> • CCSA Conference • ELPAC Institute • National Charter School Conference <p>In order to support teacher quality, our school will pay for BTSA expenses for teachers, to ensure teachers are appropriately credentialed.</p>	<ul style="list-style-type: none"> • CCSA Conference • ELPAC Institute • National Charter School Conference • CAASPP • Kindergarten Conference

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$40,539	\$46,100
Source		Title II (\$20,539) LCFF S&C (20,000)	1. Title II (\$20,254) 2. LCFF S&C (\$20,500) 3. LCFF Base (\$5,346)
Budget Reference		5000	5000

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

ELD PROGRAM

Watts Learning Center – Elementary School will review and revise its EL Master Plan to align with the implementation of the ELPAC;

STAFFING, SERVICES & PROGRAM TO SERVICE ELL STUDENTS:

The Principal and Leadership Team will review and revise the EL Master Plan to align with the

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

recently adopted **Imagine Learning ELD** Curriculum and supplemental/intervention web-based programs (outlined earlier in this LCAP under intervention), in order to ensure that all ELs receive appropriate, adequate and targeted ELD designated and integrated instruction. Our classroom teachers/School Director will administer the ELPAC assessment, analyze ELPAC results, student work, monitor internal assessments, to assess EL for reclassification, academic intervention and/or SST and will also provide designated ELD instruction.

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 support and intervention through push-in and small group instruction. Our school will subscribe to **Rosetta Stone** to support language acquisition.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$1,000	\$4,600
Source		LCFF S&C	LCFF Base
Budget Reference		5000	4000

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

CORE CURRICULUM TO BE PURCHASED:

Every student has access to standards-aligned curriculum. Watts Learning Center – Elementary School will purchase the following

CORE CURRICULUM TO BE PURCHASED:

Every student has access to standards-aligned curriculum. Watts Learning Center – Elementary School will purchase the following

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	curriculum: <ul style="list-style-type: none"> • Journeys • Singapore Math • Studies Weekly • Foss Science Kits • Thinking Maps • ST Math: Mind Institute • Coding Curriculum 	curriculum: <ul style="list-style-type: none"> • Journeys Consumables • Singapore Math consumables • Time for Kids: Social Studies • Will research NGSS Science Curriculum for purchase and implementation

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$45,000	\$23,910
Source		LCFF Base	LCFF Base
Budget Reference		4000	4000

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

TECHNOLOGY

Watts Learning Center – Elementary School will expand and provide technology access for all students schoolwide. As a result, the following

TECHNOLOGY

Watts Learning Center – Elementary School has successfully implemented a 1:1 student to device ratio, and teachers utilize Google Apps

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

is list of technology devices for purchase but is not limited to:

- Chromebooks in order to implement 1:1 student to device ratio
- Student Lab: PC Desktop Computers
- 20 laptop carts
- STEM Coding Kits (100) Laptops for teachers

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$20,000	\$31,200
Source		LCFF S&C	LCFF Base
Budget Reference		4000	1000, 3000, 4000, 5000

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

STAFFING, STRATEGIES, PROGRAMS & ACTIVITIES TO PROMOTE STUDENT ENGAGEMENT:

In order to provide students with relevant learning experiences outside of the classroom,

This action will be eliminated and merged with Goal 3, Action 1

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	<p>our school will host and/or provide the following:</p> <ul style="list-style-type: none"> • Field trips aligned to the content standards • Implement GATE Program led by the GATE Coordinator • Class circles/rotations, alternative seating • Lunch Clubs: Drama, Pokémon, Reading, Art facilitated by Instructional Assistants to support alternative play • Doby Boys: spoken word and chess, contracted services as part of the after-school program that meets twice per week. • Teachers will utilize Hapara (subscription) to differentiate instruction 	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$16,000	N/A
Source		LCFF S&C	

Year	2017-18	2018-19	2019-20
Budget Reference		5000	

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

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

Identified Need:

There is a need to increase parent & community engagement and participation that will impact student academic outcomes.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent involvement through input in decision-making via SSC, ELAC & PTC. (See Action 2)	Met	Met	Met	Met
Parent involvement will include opportunities for participation in programs for unduplicated students. (See Action 3)	Met	Met	Met	Met

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Suspension rates: <2%.	2%	1.2%	<2%	<2%
Maintain expulsion rates <1%.	0%	0%	<1%	<1%
Increase participation rate on parent survey:	Baseline	189 parents	115 parents	130 parents
Increase participation rate on student survey:	Baseline	68%	19%	50%
Increase participation rate on staff survey:	Baseline	NR	80%	90%

Planned Actions / Services

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE A POSITIVE SCHOOL

STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE STUDENT

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

CLIMATE & ENSURE A SAFE SCHOOL:

Watts Learning Center – Elementary School will implement the following actions and services to ensure all students are provided with a safe, welcoming and positive learning community.

- The Leadership Team will annually review and revise the Comprehensive School Safety Plan.
- The school's entire staff will be trained on the School Safety Plan, PBIS, and monthly drills will take place.
- Host Morning assemblies every Monday
- Lessons on Monthly Core Values: Acceptance, Achievement, Community, Commitment, Integrity and Respect. Will provide t-shirts to students who exude the core values.
- 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
- Host award assemblies
- Administer annual **staff and student survey**.
- **Yard Supervision Aides**

ENGAGEMENT, A POSITIVE SCHOOL CLIMATE & PROVIDE SAFE SCHOOL ENVIRONMENT:

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	<ul style="list-style-type: none"> Subscribe to Raptor Visitor Management Software to track visitors. Purchase staff uniforms & safety uniform/equipment for traffic safety and supervision. 	<p>and implementation.</p> <ul style="list-style-type: none"> Subscribe to Raptor Visitor Management Software to track visitors.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$48,323	\$27,340
Source		LCFF S&C	LCFF Base
Budget Reference		2000, 3000, 5000	1000, 3000, 5000

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

PARENT INPUT IN DECISION-MAKING

At Watts Learning Center – Elementary School, parent input in decision-making will take place through the following:

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,

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	<ul style="list-style-type: none"> • School Site Council (SSC) • English Language Advisory Committee (ELAC) • Parent Council <p>The School Director is responsible for organizing these meetings with teacher, classified staff and parents to participate in these committees.</p>	<p>and ELAC Meetings during the school year with annual elections to include parents, staff, and teachers.</p> <p>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).</p> <p>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.</p> <p>Parents can also have input in decision-making via the Parent Council.</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		No additional cost to school	No additional cost to school
Source			
Budget Reference			

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION:

Watts Learning Center – Elementary School will provide all parents (including unduplicated

OPPORTUNITIES PROVIDED TO SUPPORT PARENT & COMMUNITY ENGAGEMENT & PARTICIPATION:

Watts Learning Center – Elementary School

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

students, and Students with Disabilities) with numerous opportunities to engage as partners in their child's education.

The **Parent Coordinator** will facilitate the following:

- Coffee Chat with the Director
- Parent workshops: Reading strategies, math, use of Social Media
- Communicate with families on upcoming events, committee meetings, etc.
- Promote volunteer program
- Provide translation services
- Issue invitations to families for schoolwide events, and forum especially for families/guardian with unduplicated students (EL, low income, foster youth) and families with children identified with a disability.
- Parent and student outreach to recruit new students, especially unduplicated students.
- Ensure school's website is updated regularly for parents
- Purchase school t-shirts for parents
- Staff will communicate with families using **Parent Square**, **Class Dojo**, and **Power School Parent Portal**

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	<ul style="list-style-type: none"> • Administer an annual Parent Survey • Parent/teacher conferences will take place 4 times/year. 	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$4,000	\$74,310
Source		LCFF S&C	LCFF Base
Budget Reference		4000, 5000	2000, 3000, 5000

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 909,025	29.92%
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Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

2019-20

The following improved actions and services are principally directed towards unduplicated pupils and funded using Supplemental & Concentration Funds.

- **Goal 1, Action 3:** Students who struggle academically will receive academic support from the (6)) Instructional Aides during the instructional day. Students will access intervention programs: Reading A-Z/Raz Kids, Zingy Science, Brain Pop, Achieve 3000, Novels, 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. 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.

In addition, our school will employ Substitutes (2) (credentialed teachers) - small group instruction for identified students performing below grade level; relieving teachers for teacher observations/coaching and planning.

- **Goal 1, Action 4:** Board Course of Study: Yoga, Recorder, Engineering, Robotics, Coding, Choir, Physical Education, 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.

- **Goal 1, Action 6:** 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 alternative to suspension to improve school climate, behavior, and reduce suspension rates. The school’s counselor will provide social-emotional counseling and facilitate SE groups. 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.

- **Goal 2, Action 1:** Professional Development on Kagan Structures, Center for Council, Thinking Maps. Our school will employ an Instructional Coach to provide coaching and professional development on evidence-based instructional strategies for teachers in grades K-2.

2018-19

Watts Learning Center – Elementary School

The following improved actions and services are principally directed towards unduplicated pupils and funded using Supplemental & Concentration Funds.

- Goal 1, Action 3: STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTIONS:

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 Intervention Teacher, and/or the Instructional Aides (12), during the instructional day. Students in grades 4-5 are taught Cornell note taking skills.

Our students will have access to the following academic intervention web-based programs that will be used during the instructional day and the intervention block: Learning A-Z/Reading A-Z, Raz Kids (subscription), Zingy Science (subscription); Brain Pop (subscription), Measuring Up (subscription): ELA/Math

Students who struggle academically will be referred to after-school tutoring led by 6 credentialed teachers, 2 days/week for 2 hours over a 10-week block. 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).

For students who are struggling academically, they will be referred to the 10-week Saturday School Program, for students who struggle academically as identified using NWEA MAP results that meets for 4 hours. Saturday School Program will offer the 10-week program twice (Fall/Spring) led by 6 credentialed teachers. Students will be referred to this intervention program based on NWEA MAP results (students performing below 21st percentile), receiving 1 or 2 on their report cards in ELA or Math.

Mentoring Minds Program will provide supplemental ELA and math that includes performance tasks, asking for evidence and other skills.

In order to avoid the summer slide, WLC-ES will offer a 4-week intensive Summer School Program in ELA, Math, led by 7 credentialed teachers, and (4) Instructional Assistant, that will be based on findings from NWEA MAP, 3rd trimester academic grades, and teacher referral.

- Goal 1, Action 4: Course Access

All students will have access to the following electives and enrichment courses, beyond core subjects (ELA, Math, Science, History): Yoga, Recorder, Coding, Choir, and Physical Education with a Health & Nutrition component.

- **Goal 1, Action 6:** STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION: Upon a review and analysis of our school's student profile data, discussions with teachers, students and parents, our school has implemented a comprehensive suite of services to meet the needs of our students including implementation of Positive Behavior Intervention Support (PBIS) through the CHAMPS Program, an alternatives to suspension to improve school climate, behavior, and reduce suspension rates.

The Assistant Principal will head the PBIS team and be in charge of discipline, and chronic absenteeism/attendance rates.

Our school will provide counselor onsite to provide social-emotional counseling and facilitate SE groups. Also, a Behavioral Specialist Aide who will work with select students 1:1 with significant behavioral issues.

Our school will continue to implement Playworks, a physical education program that teaches cooperative play, and will train teachers and Instructional Assistants. Playworks (contracted services) will also train a specific group of students to be "coaches" who will implement the components of this program during recess and lunch with their peers.

Our school will offer "A Beautiful Me" – girl's self-actualization group (contracted services) for grades 4-5, that meets twice per week.

- **Goal 2, Action 1:** Professional Development that will focus on GLAD Strategies, PBIS, Kagan Structures and Culturally Responsive Teaching.

- **Goal 2, Action 2:** Purchase of Imagine Learning ELD Curriculum

- **Goal 2, Action 4: Technology**

Watts Learning Center – Elementary School will expand and provide technology access for all students schoolwide. As a result, the following is list of technology devices for purchase but is not limited to: purchase of Chromebooks laptops to ensure 1:1 student to device ratio, equip the Student lab with desktop computers, charging carts and STEM Coding Kits.

- **Goal 2, Action 5: Student Engagement**

In order to academically challenge our unduplicated students, our school will develop and implement a GATE Program, led by the GATE coordinator. In addition, our students will participate in field trips (experiential learning opportunities) that extend beyond the classroom.

Goal 3, Action 1: School Climate & Safety

As a result of the location of our school, the community we serve, the increasing percentages of homelessness, and escalation of school shootings at the national level, it is critical that our school provide its students and staff with a safe learning and working environment. As such our school will employ yard supervision aides, purchase a subscription to the Raptor Visitor Management Software, to screen all visitors; purchase uniforms for staff and safety equipment to clearly differentiate between staff, and visitors.

- Goal 3, Action 3: OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION:

Our school will hire a bilingual parent coordinator who will facilitate and/or lead the following: host Coffee Chats with the Director; host parent workshops; provide translation services; conduct parent outreach and student recruitment, ensure the school's website is updated regularly. Our staff will communicate with families using Parent Square, Class Dojo, and Power School Parent Portal; administer an annual Parent Survey' and host Parent/teacher conferences will take place 4 times/year.

2017-18

The LEA has 86 English Language Learners, 347 low-income students, and 1 foster youth students; with a total school, unduplicated enrollment of 367. Total funding for unduplicated pupils in 2017-2018 is \$727,441 and the proportionality percentage is 25.46. All "Additional Annual Actions" are targeted and provide an overview of the types of services and programs that these specific students will benefit from because of the additional/improved actions/services. Targeted subgroups will benefit from supplemental funding through:

- Professional Development for Teachers
- Supplemental materials and supplies
- Intervention materials to be used at the school site to address reading deficiencies
- Leveled libraries will be purchased with ELA reading interventions

- Substitute teachers for teacher release time and extra assignment hours as needed
- Materials required for ELA reading intervention
- Parent education
- Differentiated instruction to improve students' reading, math, and writing

Service to English Language Learners, Low Income, and Foster Youth students will increase in the LCAP year through a larger allocation in funding enabling the LEA to increase staff development, resources, and materials directly provided for the unduplicated students. Total funding for unduplicated students for the 2017- 2018 school year is \$727, 441 and the proportionality percentage is 27.75%. In addition, the LEA will be providing more services to all students due to the increase in base funding.

Local Control Funding Formula (LCFF) Budget Overview for Parents Template

Developed by the California Department of Education, December 2018

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	Watts Learning Center
CDS code:	19-64733-6114912
LEA contact information:	Kelly Baptiste, Director 323-754.9900. kbaptiste@wattslc.org
Coming LCAP Year:	2019-20
Current LCAP Year	2018-19

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

Projected General Fund Revenue for the 2019-20 LCAP Year		Amount
Total LCFF funds	\$	3,947,415
LCFF supplemental & concentration grants	\$	909,025
All other state funds	\$	620,784
All local funds	\$	218,248
All federal funds	\$	504,168
Total Projected Revenue	\$	5,290,615

Total Budgeted Expenditures for the 2019-20 LCAP Year		Amount
Total Budgeted General Fund Expenditures	\$	5,244,089
Total Budgeted Expenditures in LCAP	\$	3,636,150
Total Budgeted Expenditures for High Needs Students in LCAP	\$	909,025
Expenditures not in the LCAP	\$	1,607,939

Expenditures for High Needs Students in the 2018-19 LCAP Year		Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	593,646
Estimated Actual Expenditures for High Needs Students in LCAP	\$	893,348

Required Prompt(s)
<p>Briefly describe any of the General Fund Budget Expenditures for the LCAP year not included in the LCAP.</p> <p>.....</p> <p>A prompt may display based on information provided in the Data Input tab.</p> <p>.....</p> <p>A prompt may display based on information provided in the Data Input tab.</p>

Response(s)

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 are also capitalized assets and will not be recognized until later years.

[Respond to the prompt here; if there is no prompt a response is not required.]

[Respond to the prompt here; if there is no prompt a response is not required.]

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Watts Learning Center

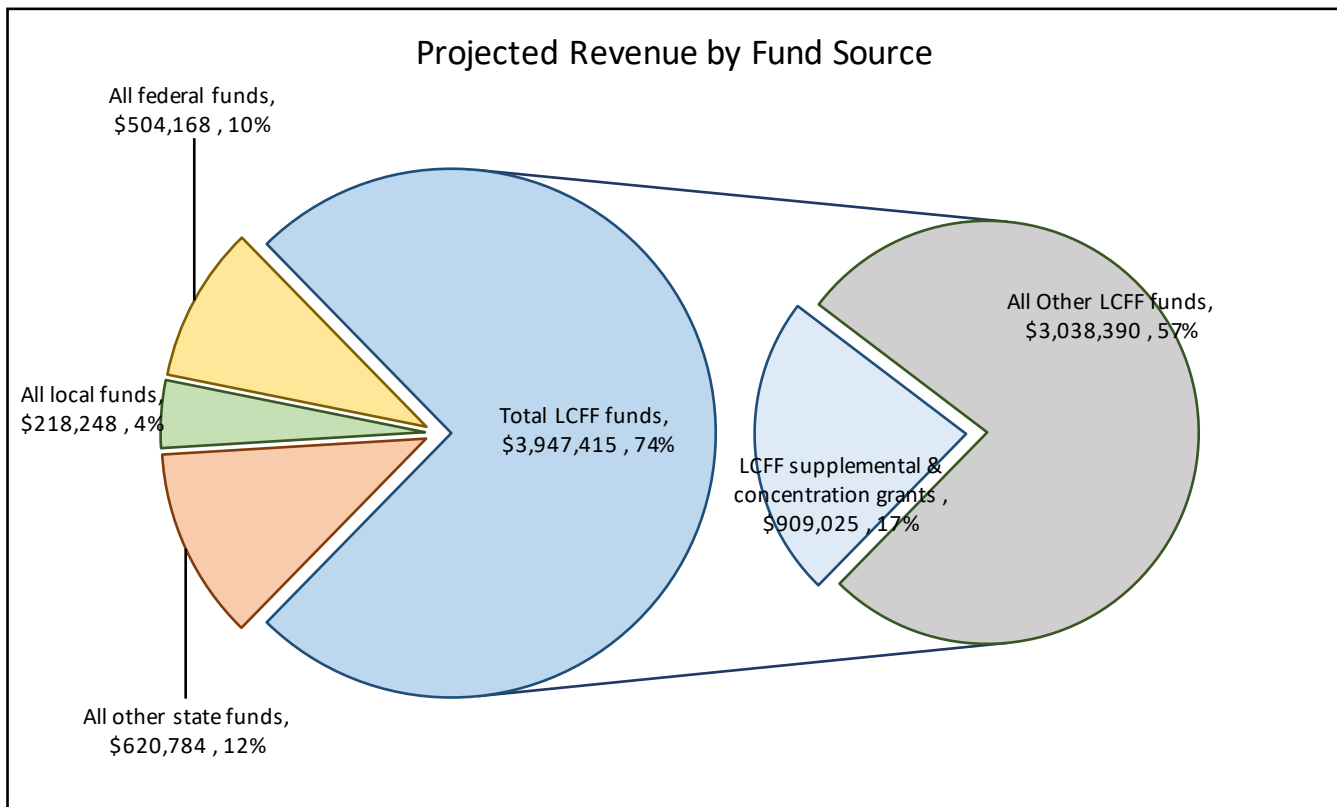
CDS Code: 19-64733-6114912

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Kelly Baptiste, Director 323-754.9900. kbaptiste@wattslc.org

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

Budget Overview for the 2019-20 LCAP Year

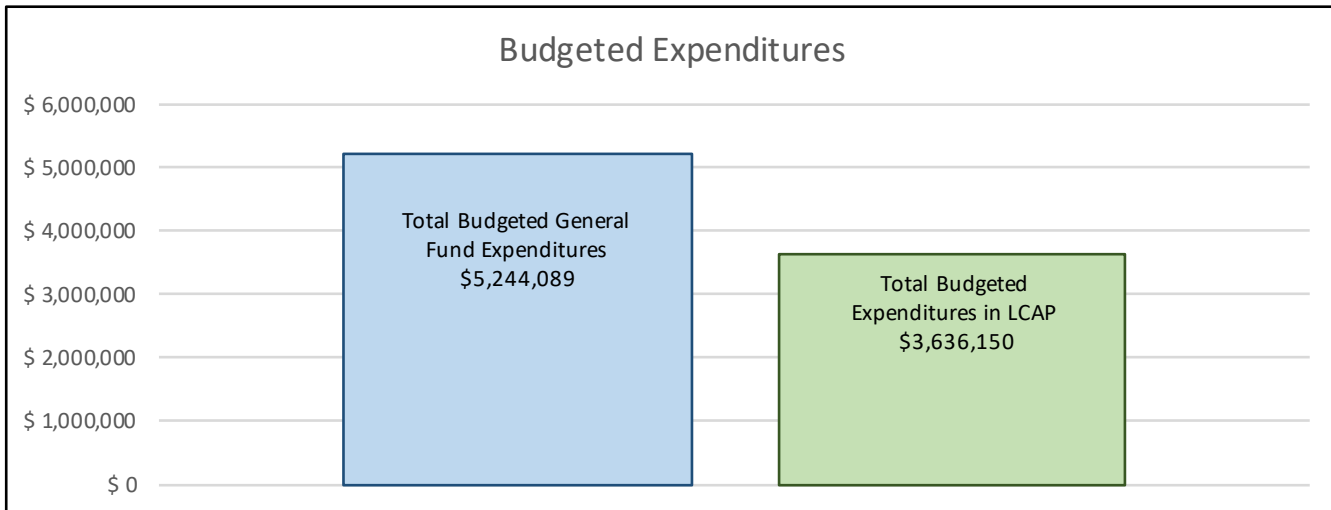


This chart shows the total general purpose revenue Watts Learning Center expects to receive in the coming year from all sources.

The total revenue projected for Watts Learning Center is \$5,290,614.57, of which \$3,947,415.20 is Local Control Funding Formula (LCFF), \$620,784.27 is other state funds, \$218,247.53 is local funds, and \$504,167.57 is federal funds. Of the \$3,947,415.20 in LCFF Funds, \$909,025.45 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Watts Learning Center plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Watts Learning Center plans to spend \$5,244,089.11 for the 2019-20 school year. Of that amount, \$3,636,150.00 is tied to actions/services in the LCAP and \$1,607,939.11 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

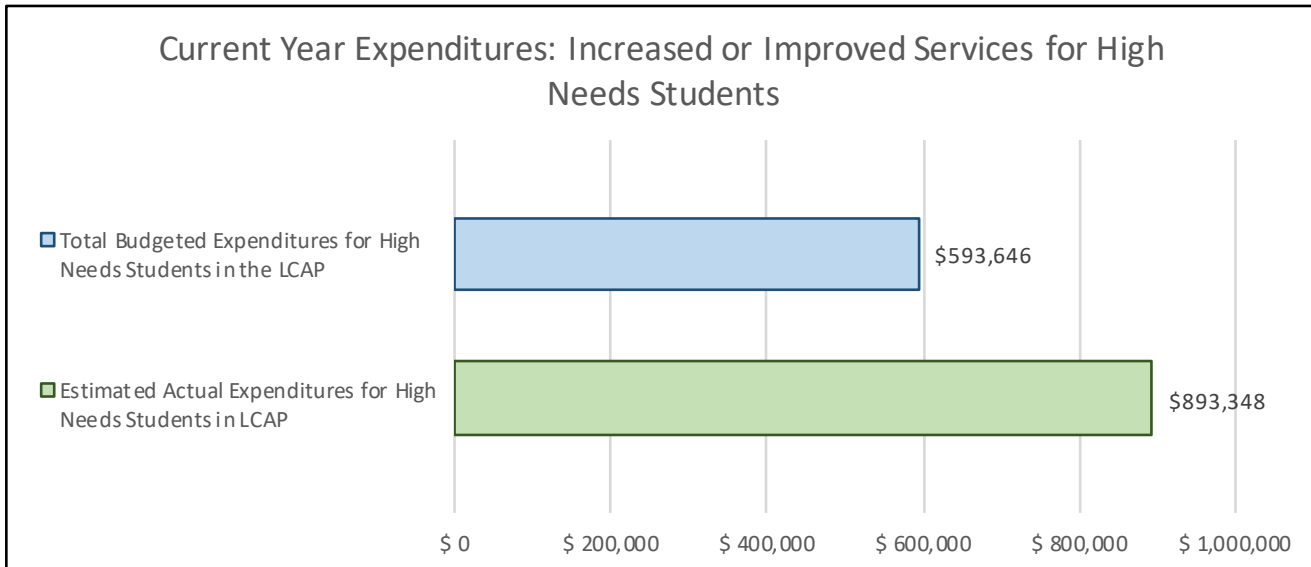
Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include benefits, district oversight fee, general insurance, other fees and services, depreciation and auxiliary salaries. In addition, some expenses included are also capitalized assets and will not be recognized until later years.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Watts Learning Center is projecting it will receive \$909,025.45 based on the enrollment of foster youth, English learner, and low-income students. Watts Learning Center must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Watts Learning Center plans to spend \$909,025.45 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Watts Learning Center budgeted last year in the LCAP 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 2018-19, Watts Learning Center's LCAP budgeted \$593,646.00 for planned actions to increase or improve services for high needs students. Watts Learning Center estimates that it will actually spend \$893,348.47 for actions to increase or improve services for high needs students in 2018-19.

LCFF Budget Overview for Parents Data Entry Instructions

These instructions are for the completion of the Local Control Funding Formula (LCFF) Budget Overview for Parents. The local educational agency (LEA) will enter its data in the 'Data Input' tab in the Excel workbook and respond to the available prompts in the 'Narrative Response' tab. This information will automatically populate the 'Template' pages of the Budget Overview for Parents with the information. To start, ensure that you are on 'Data Input' worksheet by clicking on the 'Data Input' in the lower left hand side.

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

Data Input Tab

LEA Information (rows 1-3)

The LEA must enter the LEA name, county district school (CDS) code, and LEA contact information (name, phone number and email address) in the corresponding blue boxes.

Identify the Applicable LCAP Year

- **Coming LCAP Year (row 4):** Enter the upcoming fiscal year for which the Local Control and Accountability Plan (LCAP) is adopted or updated on or before July 1. Enter in this format 20XX-XX.
- **Current LCAP Year (row 5):** Enter the current fiscal year for which the previous LCAP was adopted or updated on July 1. Enter in this format 20XX-XX.

Projected General Fund Revenue for the Coming LCAP Year

All amounts should be entered in the gray boxes adjacent to the corresponding amount title. The coming LCAP year (as indicated in row 4) means the fiscal year for which an LCAP is adopted or updated by July 1.

- **Total LCFF funds (row 8):** This amount is the total amount of LCFF funding (including supplemental & concentration grants) the LEA estimates it will receive pursuant to California *Education Code (EC)* sections 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as applicable for the coming LCAP year. This amount is the amount indicated in the Standardized Account Code Structure (SACS) Budget Fund Form 01, Column F, row A.1 (LCFF Sources).
- **LCFF supplemental & concentration grants (row 9):** This amount is the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations Title 5 (5 CCR)* Section 15496(a)(5), pursuant to *EC* sections 2574 and 42238.02, as applicable for the coming LCAP year.
- **All other state funds (row 11):** This amount is the total amount of other state funds (not including LCFF funds) the LEA estimates it will receive.
- **All local funds (row 12):** This amount is the total amount of local funds and entitlements the LEA estimates it will receive.
- **All federal funds (row 13):** This amount is the total amount of federal funds (including all Every Student Succeeds Act Title funds) the LEA estimates it will receive.

The total of the General Fund Revenue should equal the amount indicated in the SACS Budget Fund Form 01 Column F, row A.5 (Total Revenues).

LCFF Budget Overview for Parents Data Entry Instructions

Total Budgeted Expenditures for the Coming LCAP Year

- **Total Budgeted General Fund Expenditures (row 17):** This amount is the LEA's total budgeted General Fund expenditures for the coming LCAP year as indicated on SACS Budget Fund Form 01, column F, Row B.9 (Total Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Budgeted Expenditures in the LCAP (row 18):** This is the total amount of budgeted expenditures on planned actions and services to meet the goals included in the LCAP for the coming LCAP year.

- **Total Budgeted Expenditures for High Needs Students in LCAP (row 19):** This is the total amount of the budgeted expenditures, from all fund sources, in the planned actions and services included in the LCAP that identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07.

Expenditures for High Needs Students in the Current LCAP Year

- **Total Budgeted Expenditures for High Needs Students in the LCAP (row 23):** This amount is the total of the budgeted expenditures, from all fund sources, in the planned actions and services included in the LCAP that identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07 for the current LCAP year.

- **Estimated Actual Expenditures for High Needs Students in LCAP (row 24):** This is the total of the estimated actual expenditures, from all fund sources, on the actions and services included in the LCAP that are identified as contribute to the increased or improved services for high needs students pursuant to *EC* Section 42238.07, as reflected in the Annual Update for the current LCAP year.

Narrative Responses Tab

The LEA's response for each prompt is limited to 75 words. Double click on the applicable cell to respond to the required prompt(s).

- **Brief description for General Fund Expenditures (row 2):** Briefly describe any of the General Fund Budgeted Expenditures for the LCAP year that are not included in the LCAP.

- **Brief description for High Needs Students (row 3):** If the amount on line 19 ('Data Input' tab) is less than the amount on line 9 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of how the planned actions and services in the LCAP will meet the requirement to improve services for high needs students. If no prompt appears, the LEA is not required to supply a description.

- **Brief description for actual expenditures for high needs students (row 4):** If the amount in line 23 ('Data Input' tab) is greater than the amount in line 24 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or improved services for high needs students in the current fiscal year pursuant to *EC* Section 42238.07. If no prompt appears, the LEA is not required to supply a description.