LCAP Year (select from 2017-18, 2018-19, 2019-20)

2018-19

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)

LCFF Evaluation Rubrics: 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	**Kelly Baptiste, Director**	**kbaptiste@wattslc.org** **(323) 754-9900**

2017-20 Plan Summary

The Story

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

Since opening in 1997, the Watts Learning Center (WLC) has steadily pursued its mission to provide a World-Class Education for inner-city students in an elementary school that also serves as a Learning Center for the community. The charter school's aim is to create a culture of learning; where all stakeholders— students, parents, guardians, faculty, and staff—play a role. The goal is to endow the community with self- assurance and academic achievement as a foundation for success in high school, college, and life.

A key focus of English Language Arts instruction is to improve student reading for understanding grounded in text- based analysis and interpretation. Indicators of this instruction include repeated reading, student marking of text, and student-student elaborated discourse based upon analysis and interpretation of text(s), in which students can identify and infer meanings, intent and purposes, structure of text and intended and unintended implications. A goal is to develop a shared approach to teaching (emphasis on reading/literacy), that results in identification of high leverage literacy practices that improves outcomes for struggling learners and all students with verifiable evidence.

Watts Learning Center produces 21st Century Learners by providing all students in Gr. K-5 with a well-rounded educational program. Our school currently serves 410 students comprised of 49% Hispanic and 49% African American, of which 24% are English Language Learners, 6% Students with Disabilities and 95% qualify for free/reduced lunch.

Watts Learning Center teachers and staff continue to be dedicated to student achievement and the vehicle to ensure that our students become agents of social change, thus contributing members to society. At Watts Learning Center every student is known, valued, and respected.

LCAP Highlights

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

Watts Learning Center – Elementary School is deeply committed to improve student academic outcomes and hold all adults at the school accountable for improving student academic outcomes.

Our newly revised LCAP goals are as follows:

- GOAL 1: Use student/schoolwide data from assessments to inform decisions regarding instructional practices and Implement research-based intervention programs and practices for all students to improve student achievement and increase student access to rigor and provide relevant learning experiences.

- 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.

- GOAL #3: Improve student academic outcomes by effectively collaborating with parents, families and community partners to support student learning and achievement.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, 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 English Learner Progress State Indicator. Our teachers received extensive professional development on the ELD standards, were provided with resources for ELD instruction with the Journey's curriculum. This year, our teachers developed pacing guides for the ELD standards. There was also a schoolwide focus on the speaking and listening standards. In addition, many members of our school staff and teacher are bilingual.

Referring to the LCFF Evaluation Rubrics, 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 earned an "orange" performance level for the Suspension Rate State Indicator. As a result, our school has strengthened its PBIS program, trained the entire staff on PBIS, implemented Playworks cooperative play skills, and provided students with enrichment opportunities/alternatives that support positive/productive behavior. Our school has also trained Para-professionals/teachers in Council.

Referring to the LCFF Evaluation Rubrics, 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 School does not have any state indicators, which meet this criteria.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

See DIISUP Section

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	$ 4,958,744
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$ 3,019,931

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

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

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$ 3,683,425

Annual Update

LCAP Year Reviewed: 2017-18

Goal 1

Watts Learning Center (WLC) students meet or exceed grade level standards as demonstrated by various Local and State Indicators, including performance on CAASPP assessments of Common Core State Standards(CCSS) in English Language Arts and Mathematics, and Science. The percentage of English learners performing at or above standard in ELA/Math meets or exceeds targets.

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
% of teachers/TA's that meet the highly-qualified definition as defined by state and federal guidelines: 95%	2017-18: 100% - Outcome met
Inventory of CCSS aligned materials: 100%	2017-18: 100% - Outcome Met
% of students assigned a computer-- assignment list & inventory: 100%	2017-18: 100% - Outcome Met
% of teachers who qualify receive supplemental income for extra duties, master's degrees, and longevity pay: 100%	2017-18: 100% - Outcome Met
% of teachers who commit and remain employed as teachers each year: 93%	2017-18: 90%

Expected	Actual
% of teachers who meet or exceed the selected standards on the CSTPS based on Administrator's annual evaluation: 80%	2017-18: 100%
% of staff that meets of or exceeds the attendance goal of 97%: 95%	2017-18: 90%
Increase the percentage of students in all grades performing at the 61 st %ile or above (high average and high) as measured by NWEA MAP assessments: 41% (ELA) / 50% (Math)	2017-18: Results pending
Increase the percentage of students in grades 3 – 5 meeting or exceeding standard in ELA/Math: 53% (ELA) / 54% (Math)	2017-18: Results pending
Percentage of students reclassified, based on CELDT/ELPAC: 31%	2017-18: 19.8%
G.A.T.E. program, percentage identified— G.A.T.E. students: 10%	2017-18: 10%

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Employ highly qualified, credentialed teachers who provide instruction for all core subjects. 2. Employ highly qualified teaching assistants as defined by state and federal statutes. 3. Provide incentives and recognition for classified and certificated employees that meet attendance goals. 4. Adopt and purchase core and supplemental print, and digital instructional resources for core (CCSS aligned -- ELA, math, science, history/social science) and non-core programs. 5. Maintain 1:1 student to computer ratio in every grade. 6. As budget and need dictate, employ an instructional coordinator to support teachers, and assist in data analysis.	1. Watts Learning Center – Elementary School has employed **15 teachers**, of which 100% of teachers who are appropriately credentialed and assigned. 2. A total of **12 Instructional Assistants** were employed. 3. Incentives and recognition did not take place this year. 4. The following standards-aligned curriculum was purchased. • **Journeys ELA consumables** • **Science curriculum** • **Brain Pop (subscription)** • **Singapore math** • **Zingy Science (subscription)** • **Thinking Maps** • **ST Math (subscription)** • **Mentoring Minds** • **Learning A-Z subscription** • **Studies Weekly** 5. Chromebooks were repaired this year. Will purchase replacement Chromebooks	$932,979 $87, 705 $44, 550 1-22. LCFF 1000-1999: Certificated Personnel Salaries A portion thereof 5800: Professional/Consulting Services and Operating Expenditures A portion thereof 4000-4999: Books and Supplies	$1,881,951 1. LCFF Base ($1,182,527) 2. Title I ($154,102), LCFF S&C ($84,886) 4. LCFF S&C ($64,249) 5. LCFF S&C ($19,759) 6. LCFF S&C ($7,500) 7. LCFF S&C ($22,000) 11. LCFF S&C ($90,000), ASES ($198,500) 12. LCFF S&C ($1,550) 13. LCFF S&C ($33,483) 17. LCFF S&C ($9,225) 19. LCFF S&C ($6,870) 20. LCFF S&C ($7,300) 1. 1000, 3000 2. 2000, 3000 4. 4000 5. 4000 6. 1000, 3000 7.1000, 3000, 5000 11. 5000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
7. Provide salary supplements to leadership team members, and teachers holding master's degrees. 8. Provide additional pay to attract and retain highly qualified instructional staff. 9. Provide intensive intervention students not meeting standards in ELA and math. 10. Provide after school tutoring as an additional support for RTI level 2 and 3 students. 11. Create additional extracurricular activities—clubs and groups for student engagement. 12. Provide dedicated time for targeted instruction for English learners based on their levels of language development in English. 13. Provide summer school for students who are performing below level in ELA and math standards.	in the 2018-19 school year. However, **iPads(4), Scanners, document cameras (4), Spinitar presentation equipment, and headphones** were purchased. 6. Teachers received a **stipend** to serve as the testing coordinator. Data Analysis was implemented by the School Director. **7. Stipends for 3 teacher leaders** (Gate Coordinator, Parent Council) were issued and **1 Instructional Aide** (lead) to run and attend **Playworks professional development.** 8. Additional pay was not provided to attract and retain HQ staff. 9. During the instructional day, interventions were provided to students who were struggling academically. 10. After-school tutoring and Saturday School was provided and led by 6 teachers and Instructional Aides. **Measuring Up intervention program** was used for after-school tutoring and for Saturday School. 11. Clubs took place during the instruction day; and after-school as part of the STAR after school program (ASES). Clubs		12. 1000, 3000, 5000 13. 1000, 3000 17. 5000 19. 4000 20. 5000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
14. Identify gifted and talented students. 15. Plan and implement appropriate curriculum and instruction for identified gifted and talented students. 16. Provide physical education designed to improve fifth grade students' performance on the mandated physical fitness test. 17. Enrich student's experiences by providing educational field trips related to core curriculum. 18. Maintain student participation rate in testing at 95% or higher. 19. Evaluate students' progress toward mastery of standards based objectives using various assessments— teacher created, program based, NWEA's MAP, SBAC interim (block and summative assessments.) and others that may be identified.	include: Art, Lego, Pokémon, Drama, Dance, Spelling Bee, Yoga, Recorder, Choir, Art, Doby Boys, Spoken Word, etc. 12. The School Director and 1 teacher attended ELPAC Academy. The teacher received a stipend to serve as the ELD Coordinator, to administer the CELDT and ELPAC. 13. A 4-week Summer School Program was provided for struggling students, led by 7 teachers to focus on decoding, fluency, computation in math, for students performing below grade level. 14. This year was the planning phase for developing a GATE Program for the 2018-19 school year. 15. OLSAT assessment is an online aptitude assessment that was used to identify approximately 20 students in grades 3-5 for GATE services. A teacher served as the GATE planner, who also received a stipend. 16. Physical education is provided for all students.		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
20. For all staff, provide professional development focused on the impact of poverty on students' academic, social and emotional development and how to provide supports that assist students in developing appropriate cognitive strategies, appropriate relationships, coping strategies, and goal setting. 21. Provide professional development (coaching, school site, webinars, conferences) designed to improve teachers' knowledge and practice in delivering instruction to improve students' mastery of ELA, ELD and math CCSS, history/social science and science (NGSS)Provide 18-20 hours monthly of common planning time for each grade level and as need across grade levels. 22. Provide 18-20 hours monthly of common planning time for each grade level and as need across grade levels.	17. Field trips aligned to the content standards were provided for students. Our school incurred transportation costs. 18. Our school will strive to have 95% student participation rate on the CAASPP. 19. Our school administered NWEA MAP Assessments for grades K-5, 3 times/year. 20. Professional development was offered to all teachers on: Thinking Maps, A time to Teach, Mentoring Minds, Epi Pen training, Sexual Harassment, PowerSchool Teacher Grade Pro. 21. See #20. 22. This action took place at no additional cost.		

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.

The actions and services were implemented with fidelity.

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

The actions were effective in meeting Goal #1.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences between Budgeted Expenditure and Estimated Actual Expenditures are as follows:
- Action 1: the costs for staffing, instructional and curricular materials far exceeded budgeted expenditures.

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 school and student achievement data, feedback from stakeholders, survey findings and LCFF Evaluation Rubrics, this goal, expected Annual Measurable outcomes, and actions and services will be revised to align to the school's mission, 8 State Priorities, LCAP requirements and CA Dashboard.

Goal 2

Increase student attendance, decrease chronic tardiness, referrals to the Student Attendance Reporting Team (SART), referrals for behavior, and suspensions.

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
Attendance rate (ADA): 96%	2016-17: 96.5% ADA – Outcome Met
Suspension rate: 1.5%	2016-17 Suspension Rate: 2% - Outcome Not Met
% of office referrals: 19%	This is not a measureable outcome.

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. At the beginning of the school year and periodically thereafter, communicate to and discuss with parents and staff the importance of regular, on-time attendance, the consequences for parents and students, and provide examples of the initial and habitual notice mandates. 2. Require parents to sign the Tardy/Absence Policy also found in the Student handbook. 3. With all members of the school community, continually emphasize the impact of absences and tardiness on learning, the school's budget, and the development of life-long habits. 4. Continue to ring first bell at 7:50 am and late bell at 8:00 am to increase on-time attendance and decrease tardiness.	1. Parent/teacher conferences took place 2 times per year. 2. Parents attended parent/student orientation, where discussion takes place on resources available at the school, requirements and expectations, and an opportunity to meet teachers. 3. These discussions took place with staff and parents. 4. Bell system was purchased. 5. On a monthly basis, students are recognized in front of the school. 6. Our school hosts Fun Friday (last Friday of every month) celebration. 7. This action did not take place this year.	$15,000 LCFF 4000-4999: Books and Supplies Parent Workshops/Incentives/Student Programs	$11,006 LCFF S&C 4000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5. Each week the classroom teacher and school recognize students who are consistently on time. 6. Continue to provide recognition and incentives (name newsletter, free-dress day, etc.) to students and families of children who have perfect attendance for the month. 7. Partner with local businesses that will provide awards for students and families who have perfect attendance. 8. Each day, continue to notify by phone the parents of each child who is absent or tardy. 9. Teacher calls the home after three (3) unexcused absences or tardies. 10. Send SART notification letter when there are 5 unexcused absences. 11. Require a formal mandatory conference with SART when a student has 8 unexcused tardies or (30 min) or (8) unexcused absences.	8. Phone calls are made when a student is tardy or absent. Our school subscribes to PowerSchool SIS, which as a parent portal that allows parents to view their child's grades and attendance. 9. PowerSchool calls households directly when a student is absent. However, teachers will call parents after the 3rd absence. 10. SART process was started, with SART meetings took place each trimester, with a re-evaluation every 30 days. 11. See #10 – led by the School Director. 12. PBIS has been implemented schoolwide. Key staff members have received ongoing training on PBIS by CHAMPS, to help reduce suspensions, address discipline and improve school climate.		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
12. Increase student engagement, and decrease disruptions, bullying, office referrals and suspensions by providing professional development for all staff in behavior/classroom management, including the implementation of classroom meetings in every classroom on a regular basis.			

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 were implemented with fidelity.

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

The actions/services were essential to meet Goal #2. PBIS was implemented to help reduce suspension rates.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences.

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 school and student achievement data, feedback from stakeholders, survey findings and LCFF Evaluation Rubrics, this goal, expected Annual Measurable outcomes, and actions and services will be revised to align to the school's mission, 8 State Priorities, LCAP requirements and CA Dashboard.

Goal 3

Increase parental involvement in all aspects of the school to improve emotional, social and academic development of students.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities: 3

Annual Measureable Outcomes

Expected	Actual
% of parents attending workshops: 70%	This is not a measurable outcome that has a direct impact on student academic outcomes.

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Provide parent workshops to improve their knowledge of ELA/ELD, math and science goals and ways to guide and support their students. 2. Provide ESL classes for parents.	1. Parent workshops were offered on: Positive Discipline; ELD; Reading Workshop; Math workshop, and Motivation. 2. ESL classes were not offered this year.	$7,500 $46,000 1-8. Supplemental and Concentration 5800: Professional/Consulting	$37,844 LCFF S&C 2000, 3000, 4000, 5000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3. Continue to employ a bilingual parent coordinator to facilitate communication with both English and Spanish speaking parents. 4. Communicate the importance of attendance and active involvement on the parent council, School Site Council, and English Language Advisory Committee. 5. Develop strong relationships with community organizations that can provide resources or support for students and families. 6. Continue to publish a monthly bilingual newsletter to parents. 7. Principal continues to host periodic discussions with parents about the school and community. 8. Provide recognition and incentives to parents for participating in	3. The Parent Coordinator is bilingual and assists with parent events. 4. The School Director, staff and parents participate in SSC, ELAC, and monthly parent council. 5. Link organization sorority adopted the school and hosted field trips to art program, including the Palos Verde Art Gallery. 6. The monthly newsletter is uploaded to the school's website and disseminated to parents. 7. The School Director hosted Coffee with the Principal. 8. Our school hosted a parent appreciation day in May, where parents received a plaque and awards.	Services and Operating Expenditures A portion thereof 2000-2999: Classified Personnel Salaries Parent Coordinator	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
parent workshops, councils, and various schoolwide programs. Parents volunteer approximately 25 hours or more per year to provide support or participation in schoolwide. Parents are encouraged to volunteer. It is not mandatory or a condition of admission of continued enrollment. This is stated in the Parent-Student handbook.			

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/services were implemented with fidelity.

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

The actions/services were highly effective in supporting Goal #3.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences between Budgeted Expenditure and Estimated Actual Expenditures are as follows:
-Action 1: the costs for parent engagement and a parent coordinator was less than budgeted.

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 school and student achievement data, feedback from stakeholders, survey findings and LCFF Evaluation Rubrics, this goal, expected Annual Measurable outcomes, and actions and services will be revised to align to the school's mission, 8 State Priorities, LCAP requirements and CA Dashboard.

Goal 4

The school site will be safe, clean, attractive, kept in good to excellent condition, well-equipped with furniture, fixtures, technology; and has an infrastructure to accommodate all functions.

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
FIT report score: Good	2017-18 FIT Score: Good
% of staff, students, and parents surveyed that agree the school is safe: 80%	Staff, student and parent surveys were administered. Analysis of results is pending.

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Assess conditions of facilities by doing regular weekly and monthly walkthroughs. 2. Maintain a 94% rating on the health inspections 3. Employ a contractor and or architect to evaluate roofs, plumbing, air conditioners and heating every 3 years. 4. Schedule and complete routine maintenance and major repairs in a timely manner. 5. Employ custodians to keep facilities in good repair and to monitor general conditions. 6. Continue to use the valet drop-off/pick-up system for students that commute by car. 7. Purchase and maintain adequate supplies and equipment for custodial cleaning and repairs.	1. The school's plant manager conducts walkthroughs. 2. Administer a FIT report. 3. This year, vents were replaced. The school site is a new building. 4. See #1. 5. Our school employs 4 part-time custodians. 6. The Assistant Director is in charge of the drop-off/pick-up system. 7. Purchases for clearing supplies and equipment were made. 8. First Aid kits, earthquake kits were purchased for every classroom. Our school also purchased epi-pens.	$60,000 LCFF 2000-2999: Classified Personnel Salaries Information Technology Coordinator/Campus Aide	$335,535 LCFF base ($138,865), LCFF S&C ($196,670) 1000, 2000, 3000, 4000, 5000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
8. Purchase and maintain adequate first aide and health supplies. 9. Maintain the Hapara WIFI student computer monitoring system. 10. Keep campus closed to monitor and control access. 11. Conduct regular safety drills. 12. Survey staff, students and parents to get input and feedback about the school's facilities to stay aware of issues and to set priorities.	9. Spectrum Firewall was purchased. The IT consultant is in charge of hardware, and the IT coordinator is in charge of setting up devices for classroom use. 10. Our school subscribed to Raptor Visitor Management System, employed a security guard, and campus aides. 11. Monthly drills took place. 12. Our school implemented the CA Healthy Kids Survey, CA Parent Survey, and CA School Staff Survey.		

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/services were implemented with fidelity.

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

The actions and services were vital to meeting the Goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences between Budgeted Expenditure and Estimated Actual Expenditures are as follows: Action 1 included personnel such as plant manager, and custodial staff that was exceeded budgeted expenditures.

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 school and student achievement data, feedback from stakeholders, survey findings and LCFF Evaluation Rubrics, this goal, expected Annual Measurable outcomes, and actions and services will be revised to align to the school's mission, 8 State Priorities, LCAP requirements and CA Dashboard.

Stakeholder Engagement

LCAP Year: **2018-19**

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 – Elementary School consulted with the following stakeholders as part of the planning process for this LCAP/Annual Review and Analysis:

Meeting with Parents:

- Parent Council Meetings: 9/20/17, 10/18/17, 11/15/17, 1/17/18, 2/14/18, 3/14/18, 4/18/18
- SSC/ELAC Committees: 10/23/17, 1/30/18, 3/5/18, 5/7/18
- Coffee Chat w/the Director: 9/25/17,

Governing Board Meetings:

- Monthly presentations by the Principal:

Meetings with Staff:

- Teachers: 9/6/17, 10/4/17, 11/1/17, 12/6/17, 1/10/18, 2/7/18, 3/7/18, 4/4/18
- Directors: 11/6/17 11/28/17, 1/17/18, 3/1/18, 5/2/18
- Leadership: 10/3/17, 11/7/17, 12/5/17, 1/9/18, 2/6/18, 3/3/18, 4/10, 18, 5/1/18

Impact on LCAP and Annual Update

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

As a result of the consultations the following have impacted the LCAP for the upcoming year:

Feedback from parents:

- Additional parent workshop on how to support their child in reading
- Would like additional security at the school site
- Establish a GATE Program

Feedback from students:

- Behavior Specialist, Counseling services
- would like playground equipment

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New Goals

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

Identified Need:

There is a need to implement the use of multiple types of data to identify students for academic and/or social-emotional support, interventions, and monitor student progress on an ongoing basis.

Expected Annual Measureable Outcomes

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	-20.1 points below DFL3	-15.1 points below DFL3	-10.1 points below DFL3

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual Growth on CAASPP Math distance from Level (DFL) 3 Scale Scores: Grades 3-5	-14.5 points below DFL3	-9.5 points below DFL3	-4.5 points below DFL3	+1 point above DFL3
Increase Attendance Rates: >95%	96.5%	>95%	>95%	>95%
Decrease Chronic Absenteeism rates: (1% decline annually)	12%	11%	10%	9%
% of students access 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%	18%	20%	22%
Administer Facility Inspection Tool (FIT): Score Good or Better	Good	Good	Good	Good

Note: Baseline Results have been updated with CALPADS certified data for the 2016-17 school year. These numbers were preliminary when the 2017-18 LCAP was drafted and baseline results were reported last year.

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):
All	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	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	<u>STAFF TO SUPPORT SCHOOL'S BASE PROGRAM</u> Watts Learning Center – Elementary School will employ **15 appropriately credentialed**	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	teachers and a **School Director** as part of the school's base program	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$1,358,543	$1,412,885
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)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	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	Unchanged

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 student's: academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed.	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	• **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	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$10,000	
Source		LCFF Base	
Budget Reference		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	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTIONS: 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	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	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 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.	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	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	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	trimester academic grades, and teacher referral.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$670,024	
Source		LCFF S&C (272,313) Title I (188, 965) ASES (208,746)	
Budget Reference		1000, 2000, 3000, 4000, 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	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	<u>COURSE ACCESS:</u> In order to prepare all students for the careers of the 21st century, it is critical that our school provide students with access to a broad course of study (science, history) and the following: • **Yoga: Grades 1-5** • **Recorder: Grades 2-5**	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	• **Coding** • **Choir** • **Physical Education** Health & Nutrition: Grade 7 in combination with Life Science	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$30,000	$30,000
Source		LCFF S&C	LCFF S&C
Budget Reference		5000	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):
All	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	Unchanged

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: • **Facility Leasing Costs** • Upgrades/repairs/maintenance:	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	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**	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$455,000	
Source		LCFF Base ($152,250) SB740 ($267,750) LCFF S&C ($35,000)	
Budget Reference		4000, 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	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	<u>STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION:</u> 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	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	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.	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$147,010	$151,830
Source		LCFF S&C	LCFF S&C
Budget Reference		1000, 3000, 5000	1000, 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)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
Students with Disabilities	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	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	<u>STAFFING, SERVICES & PROGRAM TO SERVICE SPED STUDENTS:</u> 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:	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	• **1 RSP Teacher** • **1 Resource Aide** • **Contracted services as needed.**	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$174, 492	$178,271
Source		Special Ed	Special Ed
Budget Reference		1000, 3000, 5000	1000, 3000, 5000

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

New Goal

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

Identified Need:

There is a need to develop a comprehensive Professional Development plan that will result in improved instructional strategies across all classrooms in order to improve student outcomes and close the achievement gap.

Expected Annual Measureable 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	ELA 4 ELD 3 MATH 4 NGSS 1 HISTORY 1	ELA 4 ELD 4 MATH 5 NGSS 2 HISTORY 2	ELA 5 ELD 5 MATH 5 NGSS 3 HISTORY 3
% of teachers who are appropriately credentialed and assigned.	100%	100%	100%	100%
% of EL who progress in English Proficiency:	Unknown	19%	Spring 2018 ELPAC results will serve as a baseline.	Will establish annual growth targets once ELPAC results are reported.
Increase English Learner reclassification rate: 35%	22%	19.8%	Fall 2018 RFEP rates will serve as a baseline.	Will establish annual growth target based on Fall 2018 RFEP Rate.

Note: Baseline Results have been updated with CALPADS certified data for the 2016-17 school year. These numbers were preliminary when the 2017-18 LCAP was drafted and baseline results were reported last year.

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	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	PROFESSIONAL DEVELOPMENT Watts Learning Center – Elementary School provides all teachers with evidence based professional development aligned to the CA State Standards, school's mission and	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	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 professional learning. • **CCSA Conference** • **ELPAC Institute** • **National Charter School Conference**	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	In order to support teacher quality, our school will pay for **BTSA expenses** for teachers, to ensure teachers are appropriately credentialed.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$40,539	$40,539
Source		Title II ($20,539) LCFF S&C (20,000)	Title II ($20,539) LCFF S&C ($20,000)
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)	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	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	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	<u>ELD PROGRAM</u> 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	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	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.	

Budgeted Expenditures

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

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):
All	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	Unchanged

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 curriculum: • Journeys • Singapore Math • Studies Weekly	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	• Foss Science Kits • Thinking Maps • ST Math: Mind Institute • Coding Curriculum	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$45,000	$42,000
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)	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	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	<u>TECHNOLOGY</u> 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:	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	• 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	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$20,000	$20,000
Source		LCFF S&C	LCFF S&C
Budget Reference		4000	4000

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)
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	Unchanged

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, our school will host and/or provide the following:	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	• **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	$16,000
Source		LCFF S&C	LCFF S&C

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

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

New Goal

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

Identified Need:

There is a need to improve parent engagement and participation schoolwide including strategies parents can use at home to support their child academically and social-emotionally.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent involvement through input in decision-making via SSC, ELAC & PTC.	Met	Met	Met	Met
Parent involvement will include opportunities for participation in programs for unduplicated students.	Met	Met	Met	Met
Suspension rates: <2%.	2%	<2%	<2%	<2%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Maintain expulsion rates <1%.	0%	<1%	<1%	<1%
Increase parent participation rate on parent survey:	Baseline	46% (189 parents)	48%	50%
Increase student participation rate on student survey:	Baseline	68% (Grades 3-5)	72%	76%

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	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE A POSITIVE SCHOOL CLIMATE & ENSURE A SAFE SCHOOL: Watts Learning Center – Elementary School will implement the following actions and	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	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** • Subscribe to **Raptor Visitor Management Software** to track visitors.	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	• Purchase staff uniforms & safety uniform/equipment for traffic safety and supervision.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$48,323	$50,256
Source		LCFF S&C	LCFF S&C
Budget Reference		2000, 3000, 5000	2000, 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)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	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	Unchanged

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: • School Site Council (SSC) • English Language Advisory Committee (ELAC) • Parent Council	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	The School Director is responsible for organizing these meetings with teacher, classified staff and parents to participate in these committees.	

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)	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	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	<u>OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION:</u> 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.	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	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** • 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	$4,000
Source		LCFF S&C	LCFF S&C
Budget Reference		4000, 5000	4000, 5000

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 849,803	29.99%

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).

2018-19

Watts Learning Center

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

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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

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staff will communicate with families using Parent Square, Class Dojo, and Power School Parent Portal; administer an annual Parent Survey' an d 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.