

*Watts Learning Center Charter Middle School*



## School Accountability Report Card

Reported Using Data from the 2017–18 School Year

California Department of Education

**Address:** 8800 S. San Pedro St.  
Los Angeles, CA 90003

**Phone:** 323.565.4800

**Principal:** Miguel Gamboa

**Grade Span:** Grades 6-8

## About Watts Learning Center Charter Middle School

### District Contact Information (School Year 2018–19)

Entity	Contact Information
District Name	Los Angeles Unified School District
Phone Number	213.241.1000
Superintendent	Austin Beutner
Email Address	superintendent@lausd.net
Website	Achieve.lausd.net

### School Contact Information (School Year 2018–19)

Entity	Contact Information
School Name	Watts Learning Center Charter Middle School
Street	8800 South San Pedro St.
City, State, Zip	Los Angeles, CA. 90003
Phone Number	323.565.4800
Principal	Miguel Gamboa
Email Address	mgamboa@wlccms.org
Website	Wattslearningcenter.org
County-District-School (CDS) Code	DPC

### School Description and Mission Statement (School Year 2018–19)

Watts Learning Center Charter Middle School is a direct-funded charter school established in Fall 2009, authorized by Los Angeles Unified School District.

Watts Learning Center Charter Middle School, a grade 6-8 charter middle school focuses on a college preparatory program with an integrated approach to literacy in math, science and language arts, designed to help students from underserved communities meet and exceed state academic standards and rise to their highest potential. The school will accomplish this by providing a high-quality, standards and research-based instructional program, in a nurturing educational environment, that emphasizes the college and career readiness, ethical values, and the social, physical, and emotional well-being of each student. In addition to the core instructional program, the school will provide students with additional academic support in the form of enrichment classes, extended learning, and academic intervention activities. The middle school also builds upon the success of Watts Learning Center, a grade K-6 charter elementary school that is one of the highest performing elementary schools in South Los Angeles.

Watts Learning Center – Charter Middle School serves approximately 399 students with demographics that include: 87% Hispanic, 13% African American, of which 7% are Students with Disabilities, 20% English Language Learners, 98% qualify for free/reduced lunch, and 1% Foster Youth.

### Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Grade 6	93
Grade 7	159
Grade 8	148
<b>Total Enrollment</b>	<b>400</b>

### Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	11.8%
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	87.8%
Native Hawaiian or Pacific Islander	
White	
Two or More Races	0.5%
Socioeconomically Disadvantaged	96%
English Learners	24.3%
Students with Disabilities	7.3%
Foster Youth	1%

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

Teachers	School 2016–17	School 2017–18	School 2018–19	District 2018–19
With Full Credential	9	14	17	24,740
Without Full Credential	5	2	2	1,507
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2,174

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016–17	2017–18	2018–19
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments*	0	1	0
Vacant Teacher Positions	2	1	0

Note: “Misassignments” refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018–19)

Year and month in which the data were collected: January 2019

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Study Sync	2017	0%
Mathematics	Open Up Resources	2018	0%
Science	McGraw-Hill Education: Life Science	2016	0%
History-Social Science	McGraw-Hill: CA Impact (Grade 6) World History & Geography; Ancient Civilization, Impact (Grade 7)	2018	0%
Foreign Language	N/A	N/A	N/A
Health	N/A	N/A	N/A
Visual and Performing Arts	N/A	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

**School Facility Conditions and Planned Improvements**

Watts Learning Center Charter Middle School is co-located on the campus of Mervyn M. Dymally High School which opened in 2012-2013. Our school has a coordinated School Safety Plan with Mervyn M. Dymally High School. All staff are trained in topics such as , but not limited to: Child Abuse Reporting, Active Shooter on Campus, Sexual Harassment Policy, Disaster Procedures, Blood Borne Pathogens, Wellness Policies, rules and procedures for school Discipline. Our school employs 2 custodians that ensure our site is clean, safe, and adequate to meet the needs of our students and staff. All needed repairs are reported to Los Angeles Unified School District (LAUSD), the charter authorizer, who owns the facility.

Watts Learning Center Charter Middle School has recently undergone safety repairs including: installation of fire extinguishers and fire hazard doors were replaced. Annually, our school administers the Facility Inspection Tool (FIT) report and results are reported on the school’s SARC report and LCAP.

**School Facility Fair Repair Status**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** January 2019

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			

<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		Light switches need to be replaced in the boys & girls bathrooms; and the faucets in the staff bathrooms need to be replaced water continuously. A request for repair has been sent to LAUSD, as the facility is owned by LAUSD.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rate

*Year and month of the most recent FIT report:* \_\_\_\_\_ January 2019 \_\_\_\_\_

### Overall Rating

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
English Language Arts/Literacy (grades 3-8 and 11)	24%	28%	40%	43%	48%	50%
Mathematics (grades 3-8 and 11)	8%	14%	30%	32%	37%	38%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017–18)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	388	388	100%	28.09%
<b>Male</b>	162	162	100%	17.9%
<b>Female</b>	226	226	100%	35.4%
<b>Black or African American</b>	44	44	100%	27.27%
<b>American Indian or Alaska Native</b>				
<b>Asian</b>				
<b>Filipino</b>				
<b>Hispanic or Latino</b>	342	342	100%	28.07%
<b>Native Hawaiian or Pacific Islander</b>				
<b>White</b>				
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	364	364	100%	28.57%
<b>English Learners</b>	201	201	100%	13.43%
<b>Students with Disabilities</b>	28	28	100%	3.57%
<b>Students Receiving Migrant Education Services</b>				
<b>Foster Youth</b>	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.



**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017–18)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	388	385	99.23%	14.32%
<b>Male</b>	162	162	100%	11.11%
<b>Female</b>	226	223	98.67%	16.67%
<b>Black or African American</b>	44	44	100%	6.82%
<b>American Indian or Alaska Native</b>				
<b>Asian</b>				
<b>Filipino</b>				
<b>Hispanic or Latino</b>	342	339	99.12%	15.38%
<b>Native Hawaiian or Pacific Islander</b>				
<b>White</b>				
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	364	361	99.18%	15%
<b>English Learners</b>	201	198	98.51%	7.61%
<b>Students with Disabilities</b>	28	28	100%	
<b>Students Receiving Migrant Education Services</b>				
<b>Foster Youth</b>	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017– 18	State 2016–17	State 2017–18
<b>Science (grades 5, 8 and high school)</b>	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

**Career Technical Education (CTE) Programs (School Year 2017–18)**

Watts Learning Center Charter Middle School serves grades 6-8, therefore the following do not apply:

- CTE Programs
- UC/CSU A-G

**Career Technical Education (CTE) Participation (School Year 2017–18)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	N/A
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	N/A
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	N/A

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	N/A
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

**California Physical Fitness Test Results (School Year 2017–18)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	23%	20.4%	21.7%
9	N/A	N/A	N/A

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2018–19)

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The following outlines methods by which Watts Learning Center Charter Middle School engages parents for their input in decision-making, provides opportunities for participation at the school, and a summary of the 2017-18 parent survey findings.

#### PARENT INPUT IN DECISION-MAKING

At Watts Learning Center Charter Middle School, parent input in decision-making has taken place through the following venues:

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

The school's Director is responsible for organizing these meetings with teacher, classified staff and parents to participate in these committees.

#### OPPORTUNITIES FOR PARENT PARTICIPATION

Watts Learning Center – Charter Middle School provides all parents (including unduplicated students, and Students with Disabilities) with numerous opportunities to engage as partners in their child's education.

The **Parent Coordinator** facilitates the following:

- 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
- Administer annual **Parent Survey**

The following are the findings from the most recent CA School Parent Survey:

**PARTICIPATION RATE:**

A total of 124 parents were surveyed, approximately a 32% participation rate.

**SURVEY FINDINGS:**

The following are the parent survey findings:

- 88% agree/strongly agree that the school allows input and welcomes parents' contributions.
- 79% agree/strongly agree that the "school encourages me to be an active partner with the school in educating my child."
- 78% agree/strongly agree that the school actively seeks the input of parents before making important decisions.
- 83% agree/strongly agree that parents feel welcome to participate at the school.
- 92% agree/strongly agree that school staff treat parents with respect.
- 85% agree/strongly agree that school staff take parent concerns seriously.
- 37% have attended a school event.
- 23% have volunteered at the school.
- 68% have attended a general school meeting.
- 48% have attended a meeting of the parent-teacher organization/association.
- 76% have attended a regularly scheduled parent-teacher conference with their child's teacher.
- 26% have served on a school committee.
- 87% agree/strongly agree the school keeps them well informed about school activities.
- 81% agree/strongly agree that the teachers communicate with parents what students are expected to learn in class.
- 84% agree/strongly agree that the school promptly responds to phone calls, messages or emails from parents.

WLC – Charter Middle School selected the CA School Parent Survey, an evidence-based survey, as recommended by the California Department of Education (CDE) and as part of the school' LCAP process and adherence to Priority 3. The new Principal has shared parent survey results with stakeholders (parents, staff and governing board) and will implement steps to promote parent participation in school programs and seek input from parents in decision-making through parent engagement.

WLC Charter Middle School's new Principal and school staff are working diligently to increase parent survey participation rates for the Spring 2019 parent survey as outlined in the school's LCAP.

## State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2014–15	School 2015–16	District 2014–15	District 2015–16	State 2014–15	State 2015–16
Dropout Rate	N/A	N/A	16.7%	13.7%	10.7%	9.7%
Graduation Rate	N/A	N/A	72.2%	77.3%	82.3%	83.8%

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016–17	District 2016–17	State 2016–17
Dropout Rate	N/A	10.8%	9.1%
Graduation Rate	N/A	79.7%	82.7%

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

### Completion of High School Graduation Requirements – Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	--	--	--
Black or African American	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
White	--	--	--
Two or More Races	--	--	--
Socioeconomically Disadvantaged	--	--	--
English Learners	--	--	--
Students with Disabilities	--	--	--
Foster Youth	--	--	--

## State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

Rate	School 2015– 16	School 2016– 17	School 2017– 18	District 2015– 16	District 2016– 17	District 2017– 18	State 2015– 16	State 2016– 17	State 2017– 18
<b>Suspensions</b>	2.9%	8%	1.5%	0.9%	0.8%	0.8%	3.7%	3.7%	3.5%
<b>Expulsions</b>	0%	0%	0%	0%	0%	0%	0.1%	0.1%	0.1%

### School Safety Plan (School Year 2018–19)

On an annual basis, Watts Learning Center Charter Middle School’s Leadership Team reviews and revises the school’s Comprehensive School Safety Plan prior to the start of the school year. The entire school staff receives training on the contents of the School Safety Plan, and emergency drills take place in compliance with the plan. Each classroom is equipped with an emergency backpack that contains a first aid kit, snacks, classroom student roster, and emergency contact information. The evacuation plan is clearly posted on the wall of every classroom. In addition, our school employs 6 Campus Aides that provide supervision before, during and after school. Our school uses Raptor Visitor Management Software to track and monitor visitors to provide a safe campus.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Elementary) (School Year 2015–16)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	--	--	--	--
1	--	--	--	--
2	--	--	--	--
3	--	--	--	--
4	--	--	--	--
5	--	--	--	--
6	28.0	4	6	10
Other**	--	--	--	--

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) (School Year 2016–17)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	--	--	--	--
1	--	--	--	--
2	--	--	--	--
3	--	--	--	--
4	--	--	--	--
5	--	--	--	--
6	32.0	0	18	2
Other**	--	--	--	--

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.



**Average Class Size and Class Size Distribution (Elementary) (School Year 2017–18)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	--	--	--	--
1	--	--	--	--
2	--	--	--	--
3	--	--	--	--
4	--	--	--	--
5	--	--	--	--
6	31	0	11	13
Other**	--	--	--	--

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\*“Other” category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2015–16)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	30.0	0	10	0
Mathematics	30.0	0	10	0
Science	30.0	0	10	0
Social Science	30.0	0	10	0

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2016–17)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	31.0	0	6	4
Mathematics	31.0	0	9	1
Science	31.0	0	7	3
Social Science	31.0	0	7	3

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017–18)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
<b>English</b>	30	0	10	1
<b>Mathematics</b>	31	0	7	3
<b>Science</b>	30	0	10	1
<b>Social Science</b>	31	0	7	3

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Academic Counselors and Other Support Staff (School Year 2017–18)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
<b>Academic Counselor</b>	1	397
<b>Counselor (Social/Behavioral or Career Development)</b>	0	N/A
<b>Library Media Teacher (Librarian)</b>	0	N/A
<b>Library Media Services Staff (Paraprofessional)</b>	0	N/A
<b>Psychologist</b>	0	N/A
<b>Social Worker</b>	0	N/A
<b>Nurse</b>	0	N/A
<b>Speech/Language/Hearing Specialist</b>	0	N/A
<b>Resource Specialist (non-teaching)</b>	0	N/A
<b>Other: Instructional Aides/Supervision</b>	6	N/A

Note: Cells with N/A values do not require data.

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016–17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,059	\$3,215	\$7,844	\$62,451
District	N/A	N/A	\$7,543	\$73,658
Percent Difference – School Site and District	N/A	N/A	DPL	DPL
State	N/A	N/A	\$5,348	\$79,228
Percent Difference – School Site and State	N/A	N/A	DPL	DPL

Note: Cells with N/A values do not require data.

### Types of Services Funded (Fiscal Year 2017–18)

Watts Learning Center – Charter Middle School aligns 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’s Director provides 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 Reading Intervention Teacher, and/or Math Intervention Teacher, and/or the (6) Instructional Aides, during the instructional day.

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

- Read 180 or equivalent (subscription)

Our students also have access to the after-school academic and social enrichment program (ASES). For students who struggle academically as measured by academic grades and NWEA MAP results, are referred to the 12-week Saturday School Program, that meets for 4 hours providing extensive academic support and intervention. The 12-week Saturday School Program is offer twice per year (Fall/Spring).

The Enrichment Academy also runs simultaneously with Saturday School and focuses on ELA/Math intervention that is project-based in order to challenge our high performing/grade level students led by 4 credentialed teachers over a 12-week program.

In order to avoid the summer slide, WLC-MS offers a 3-week intensive Summer School Program in ELA, Math, ELD, and enrichment, led by 6 credentialed teachers, an Instructional Assistant, and Campus Aide.

Title I funds are used to support effective, evidence-based pedagogical strategies for students not meeting the CA state academic standards.

All students have access to a broad course of study including ELA, Math, Science, History, Art, Music, Career Exploration, JA Finance Course (Grade 7), Job Ready course (Grade 7), Physical Education: Health & Nutrition in combination with Life Science.

**Teacher and Administrative Salaries (Fiscal Year 2016–17)**

<b>Category</b>	<b>Charter School Amount</b>	<b>State Average For Districts In Same Category</b>
<b>Beginning Teacher Salary</b>	\$46,000	\$47,808
<b>Mid-Range Teacher Salary</b>	\$70,141	\$73,555
<b>Highest Teacher Salary</b>	\$84,521	\$95,850
<b>Average Principal Salary (Elementary)</b>	--	\$120,448
<b>Average Principal Salary (Middle)</b>	\$130,000	\$125,592
<b>Average Principal Salary (High)</b>	--	\$138,175
<b>Superintendent Salary</b>	\$350,000	\$264,457
<b>Percent of Budget for Teacher Salaries</b>	32%	35%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

### Advanced Placement (AP) Courses (School Year 2017–18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	N/A	N/A
English	N/A	N/A
Fine and Performing Arts	N/A	N/A
Foreign Language	N/A	N/A
Mathematics	N/A	N/A
Science	N/A	N/A
Social Science	N/A	N/A
All Courses	N/A	N/A

Note: Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

### **Professional Development**

Watts Learning Center – Charter Middle 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 include:

- NGSS
- Math
- ELA
- Social Studies
- ELD: Kate Kinsella
- Differentiation
- Strategies for Students with Disabilities
- Thinking Maps
- Reading Apprenticeship: WestED - reading strategies to increase text analysis, questioning - for all teachers; and WestED will provide coaching - focus on sustained silent reading (SSR) for the 2018-19 school year
- Culture Piece (Chris, Hagedorn): facilitate implementation of PBIS (expectations of students, interactions between students, staff, etc.) Provide feedback on PBIS plan implementation.
- Effective use of Instructional Assistants
- CAASPP/ELPAC/CAST: Administration and analysis
- UCLA Math Project: Coaching on instructional practices
- Kennedy Consultants: Provide NGSS Instructional Coaching
- Literacy Connection - ELA coaching for teachers

All teachers participate in 10 days of summer professional development; 5 non-instructional days during the academic year, and weekly during the school year as PLCs.

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

- PE Conference for PE instructors
- CCSA Conference
- Regional Math Conference
- STEAM Conference

In order to support teacher quality, our school pays BTSA expenses for teachers, to ensure teachers are appropriately credentialed.