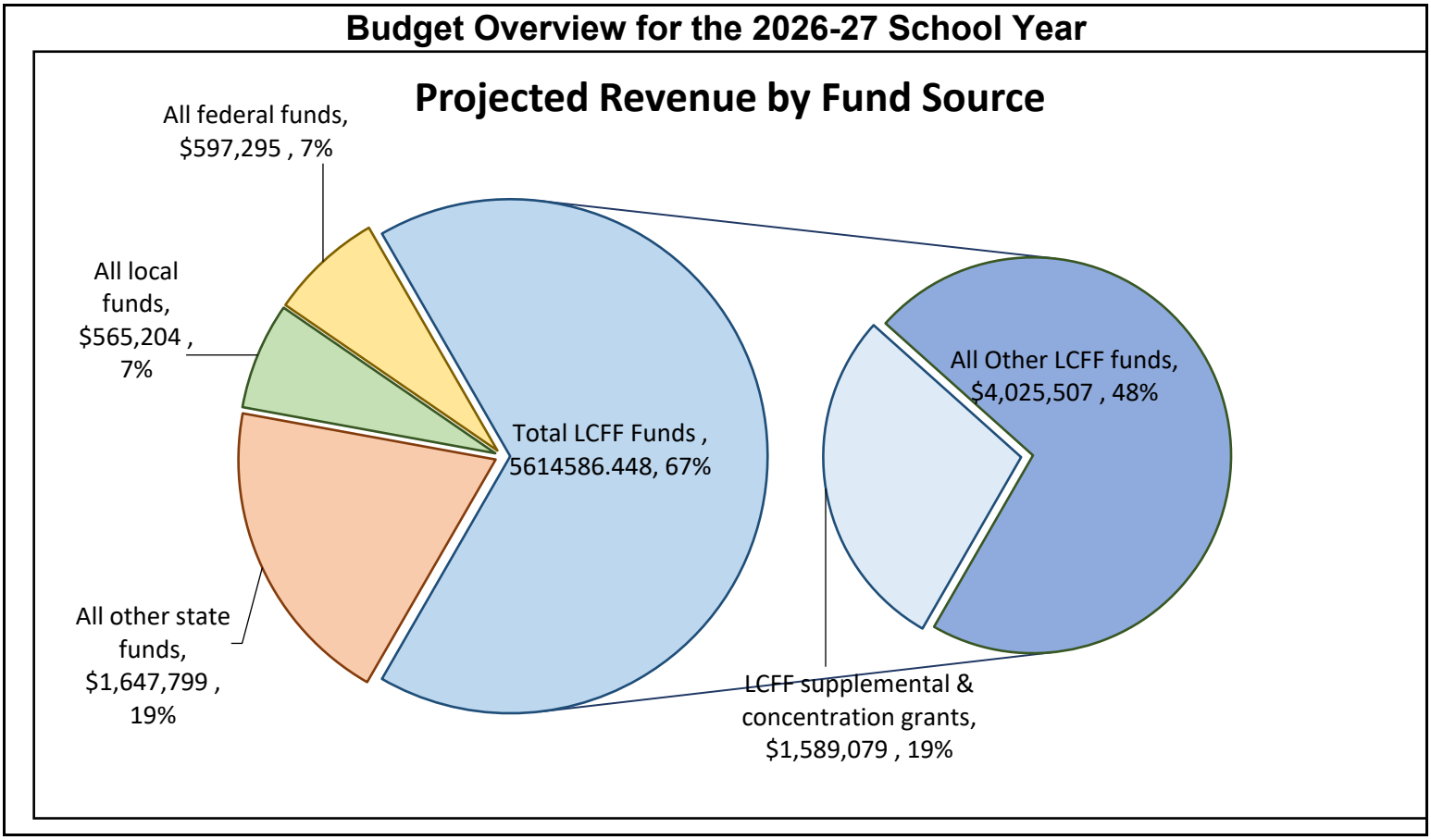
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Watts Learning Center
CDS Code: 19647336114912
School Year: 2026-27
LEA contact information: Derek Hubbard, 323-754-9900, dhubbard@wattslc.org

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

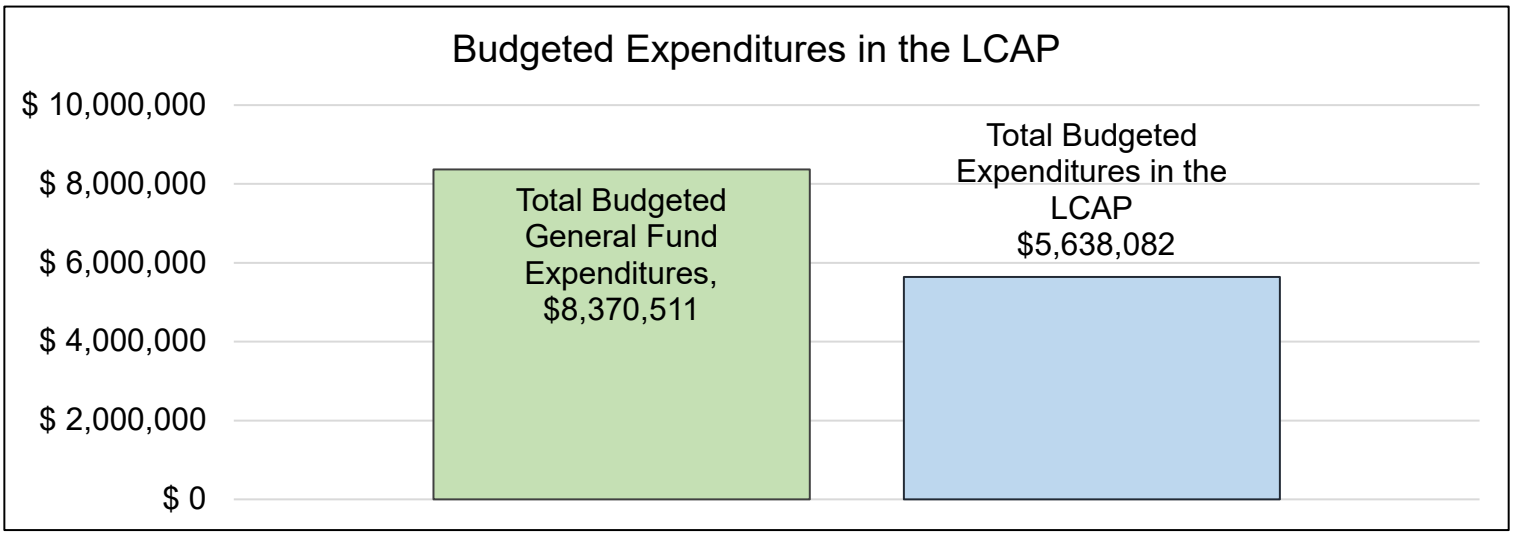


This chart shows the total general purpose revenue Watts Learning Center expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Watts Learning Center is $8,424,884.85, of which $5,614,586.45 is Local Control Funding Formula (LCFF), $1,647,799.34 is other state funds, $565,204.40 is local funds, and $597,294.66 is federal funds. Of the $5,614,586.45 in LCFF Funds, $1,589,079.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Watts Learning Center plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Watts Learning Center plans to spend $8,370,510.73 for the 2026-27 school year. Of that amount, $5,638,081.83 is tied to actions/services in the LCAP and $2,732,428.90 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

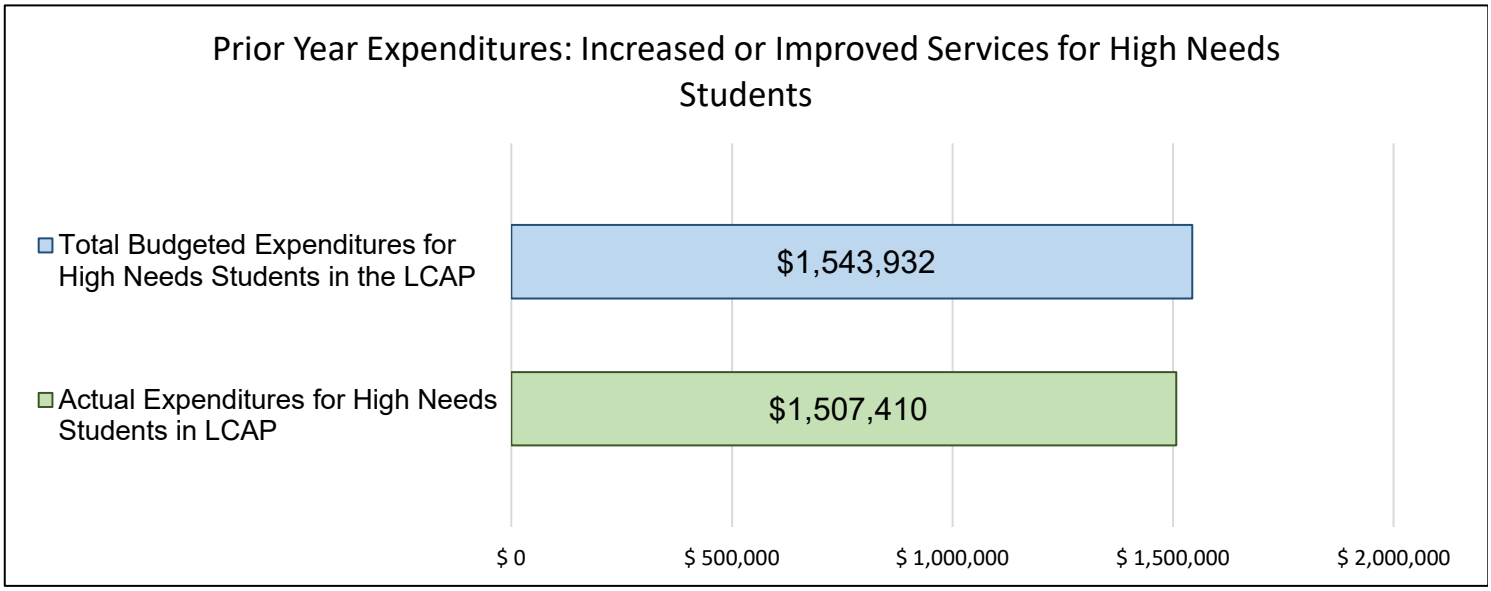
Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include, benefits, district oversight fee, general insurance, other fees and services, depreciation and auxiliary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

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Watts Learning Center is projecting it will receive $1,589,079.00 based on the enrollment of foster youth, English learner, and low-income students. Watts Learning Center must describe how it intends to increase or improve services for high needs students in the LCAP. Watts Learning Center plans to spend $1,589,079.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, Watts Learning Center's LCAP budgeted $1,543,932.00 for planned actions to increase or improve services for high needs students. Watts Learning Center actually spent $1,507,410.02 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $36,521.98 had the following impact on Watts Learning Center's ability to increase or improve services for high needs students:

Funding was lower due to enrollment, however, there was no impact to the actions and services provided for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Watts Learning Center	Derek Hubbard, Principal	dhubbard@wattslc.org 323.754.9900

Plan Summary 2026-27

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Watts Learning Center Charter Elementary School (WLCCES) is an independent charter elementary school located in South Los Angeles, adjacent to the Watts community. For more than 20 years the school has served as a stable and trusted institution within a community that faces significant socioeconomic challenges. WLCCES operates from a facility that was designed and built specifically for its students, providing a safe and welcoming environment that the school describes as an oasis in the heart of the community.

The mission of WLCCES is to build on the success of Head Start and other preschool programs by creating a culture of learning in which all members of the school community, including students, parents or guardians, faculty, and staff, have clearly defined roles and expectations. The school's vision is to be a world-class, child-centered elementary school with strong ties to families and the community, producing high academic achievers who are self-confident, ethical, and motivated to be lifelong learners.

WLCCES currently serves 356 students. The student population is approximately 40% African American and 60% Hispanic, with 26% English learners, 0.3% foster youth, 6% students experiencing homelessness, 11% students with disabilities, and 100% of students identified as socioeconomically disadvantaged.

LCAP Compliance and Educational Partner Engagement

Watts Learning Center Charter Elementary School has developed a one-year LCAP that also serves as the School Plan for Student Achievement (SPSA), consistent with California Education Code Section 64001(j), which allows a charter school to use its LCAP, with the inclusion of Title I, Part A funded expenditures, to meet School Plan for Student Achievement requirements provided that the LCAP meets the educational partner engagement requirements in EC Section 52062(a).

The school presented the LCAP to the Parent Advisory Committee (PAC) for review and comment per EC 52062(a)(1), presented the LCAP to the English Learner Parent Advisory Committee (ELPAC) for review and comment per EC 52062(a)(2), and consulted with the Special Education Local Plan Area (SELPA) to ensure that specific actions for Students with Disabilities are included in the plan per EC 52062(a)(5). Written responses to each committee regarding their comments and recommendations have been provided.

Learning Recovery Emergency Block Grant Funds

As of the development of this LCAP, Watts Learning Center Charter Elementary School has $138,030.72 in unexpended Learning Recovery Emergency Block Grant (LREBG) funds, of which $124,846 will be fully expended during the 2026-27 school year. A description of how these funds will be expended, including a comprehensive needs assessment, can be found in the Reflections: Annual Performance section of this LCAP.

Equity Multiplier Funds

Watts Learning Center Charter Elementary School is not eligible for Equity Multiplier funds for the 2026-27 LCAP year.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The following table presents Watts Learning Center Charter Elementary School's performance on the **2025 California School Dashboard**, organized by State and Academic Indicators and disaggregated by student group. The data reflects the school's academic achievement levels across each indicator and across student populations. With the release of the 2025 Dashboard, the State Board of Education (SBE) added the Science Academic Indicator and assigned it a performance level (color) for the first time.

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	Science
All Students	Red	Yellow	Blue	N/A	Yellow	Orange	Yellow
English Learners	Red	Yellow	Green	N/A	Yellow	Green	--
Foster Youth	N/A	--	--	N/A	--	--	N/A
Homeless	N/A	--	--	N/A	--	--	--
Socioeconomically Disadvantaged	N/A	Yellow	Blue	N/A	Yellow	Orange	Yellow
Students with Disabilities	N/A	Orange	Blue	N/A	--	--	--
Black or African American	N/A	Orange	Green	N/A	Yellow	Orange	--
Hispanic or Latino	N/A	Yellow	Blue	N/A	Yellow	Yellow	Yellow
White	N/A	--	--	N/A	N/A	N/A	N/A
Two or More Races	N/A	--	--	N/A	--	--	N/A

2025 California School Dashboard: Suspension Rate Indicator: Watts Learning Center Charter Elementary School achieved strong performance on the Suspension Rate indicator on the 2025 California School Dashboard. The school received a Blue performance level, the highest performance level, for all students, socioeconomically disadvantaged students, students with disabilities, and Hispanic students. English learners and African American students received a Green performance level.

This performance reflects a significant decline in suspension rates during the 2024-25 school year. Suspension rates for 2024-25 school year were 0.5% for socioeconomically disadvantaged students, 0% for students with disabilities, 0.7% for African American students, 0.4% for Hispanic students, and 1% for English learners.

Contributing Factors: This accomplishment can be attributed to several factors. First, the school provides a multi-tiered framework of social, emotional, behavioral, and mental health supports within its Multi-Tiered System of Support, so that each student's non-academic needs are identified and met alongside academic instruction. Second, the school has implemented a universal social-emotional learning screener through Panorama, which provides timely data on student well-being and informs targeted supports. Third, the school has implemented the schoolwide CHAMPS positive behavior framework, establishing consistent behavioral expectations and a common language for student conduct across all classrooms and common areas. Fourth, the school has implemented restorative practices, including community circles that build relationships and a positive school climate.

After piloting the Seven Mindsets program in third and fourth grade classrooms, the school expanded it to grades 1 and 2 during the spring semester of 2026 and will move to full schoolwide implementation in 2026-27. The pilot was well received, and Seven Mindsets has proven to be a culturally responsive and developmentally appropriate SEL framework for the school's student population. Restorative community circles are facilitated regularly by the school counselor and members of the administrative team to support relationship-building and conflict resolution and to uphold a positive school climate.

Comprehensive Needs Assessment

Watts Learning Center Charter Elementary School (WLCCES) conducted a comprehensive needs assessment to ground its planning in current, verifiable evidence about how its students are performing and where additional support is required. The primary impetus was the school's performance on the 2025 California School Dashboard. Reviewing the 2025 Dashboard across the state indicators, including English language arts, mathematics, the English Learner Progress Indicator, chronic absenteeism, and suspension rate, together with the associated local indicators, allowed the school to examine results not only schoolwide but for each student group.

Pinpointing where performance lagged, and where particular student groups performed below the schoolwide level, gave the school an objective basis for prioritizing resources and selecting evidence-based actions rather than relying on assumption.

The needs assessment also satisfies several converging accountability and funding requirements. As a Title I schoolwide program, WLCCES is required to conduct a comprehensive needs assessment of the entire school, taking into account the achievement of all students in relation to state academic standards and identifying the specific academic needs of students who are failing, or are at risk of failing, to meet the challenging state academic standards (ESSA Section 1114(b)(6)). The school's Title III obligations to monitor and accelerate English learner progress are addressed within the same process through its analysis of English learner data.

The needs assessment further governs the school's use of Learning Recovery Emergency Block Grant (LREBG) funds. LREBG provides one-time funds to charter schools for learning recovery initiatives through the 2027-28 school year that, at a minimum, support academic learning recovery and staff and pupil social and emotional well-being. Following amendments made by Senate Bill 153 in 2024, LREBG funds remaining and expended in 2025-26, 2026-27, and 2027-28 are subject to a needs assessment and must be included in the LCAP. The needs assessment therefore provides the required justification for directing LREBG resources toward the school's highest-need students through allowable uses such as expanded instructional time, tutoring and small-group support, summer and intersession programming, and social-emotional supports, with interim expenditure reporting to the California Department of Education.

The needs assessment is also the foundation for measuring program effectiveness. By establishing clear baselines and metrics drawn from the Dashboard, i-Ready, and CAASPP, the school can determine whether its instructional programs and interventions are producing the intended gains and can adjust through its established Professional Learning Community data review cycles. This makes spending decisions, including federal Title funds and LREBG funds, traceable to measurable student outcomes.

Taken together, these elements reflect the school's commitment to schoolwide improvement. WLCCES treats the needs assessment not as a one-time compliance exercise but as the starting point of a continuous improvement cycle aimed at closing the achievement gap in the post-pandemic era, ensuring that every student group benefits from coordinated, evidence-based, and accountable support.

English Learner Progress Indicator (ELPI) Performance (2025 CA School Dashboard)

The English Learner Progress Indicator (ELPI) reports the percentage of English learners making progress toward English language proficiency as measured by the Summative ELPAC. WLCCES's ELPI performance has fluctuated significantly over the past three years, rising from 37.5% (Red) on the 2023 Dashboard to 50.7% (Green) on the 2024 Dashboard, then falling to 25% (Red) on the 2025 Dashboard. This decline returned the indicator to the Red performance level for English learners and is the basis for this needs assessment.

ELPI (Dashboard)	
2022 Dashboard	60.0%
2023 Dashboard	37.5%
2024 Dashboard	50.7%
2025 Dashboard	25.0%

Supporting assessment data show a parallel decline. ELPAC proficiency fell from 14.0% in 2022-23 to 13.3% in 2023-24 and 7.7% in 2024-25, with a projected 14% for 2025-26. Reclassification rates followed a similar pattern, moving from 13.8% in 2022-23 to 15.9% in 2023-24, then declining to 7.8% in 2024-25, with 14% projected for 2025-26. (Projected figures are the school's estimates for the current year and will be confirmed against actual ELPAC and reclassification results.)

ELPAC - % Proficient	
2022-23	14.0%
2023-24	13.3%
2024-25	7.7%

Data Analyzed: The school analyzed both quantitative and qualitative data to examine English learner progress, including Summative and Interim ELPAC results at beginning, middle, and end of year, SBAC results, and i-Ready reading data at beginning, middle, and end of year.

Educational Partners Engaged in the Analysis: Analysis of this focus area engaged the instructional leadership team, the broader leadership team, and parents through the English Learner Advisory Committee (ELAC) and the Parent Advisory Council (PAC).

Identified Strengths and Demonstrated Growth: Despite the decline on the ELPI, the school identified meaningful strengths. i-Ready ELA results improved, including 30% growth in the number of students reaching grade level in reading. This growth in foundational reading provides a base on which to build the speaking and writing gains needed to move the ELPI.

Greatest Need and Affected Student Group: The greatest identified need is improvement in the writing and speaking portions of the ELPAC for English learners. These two domains are the clearest drivers of the school's ELPAC proficiency and reclassification declines and are the primary focus of this needs assessment.

Issues Identified This Year: During the 2024-25 school year, several challenges were identified within the English learner program. Student performance on the ELPAC revealed notably low scores in writing and speaking, highlighting gaps in language development. Contributing to this trend was a lack of

consistent, focused Tier 1 instruction specifically targeting these skill areas for English learners. Students were also not provided with sufficient structured practice time to develop and refine their writing and oral language skills, which limited opportunities for growth and mastery.

Identified Resource Inequities: WLCCES conducted a resource equity analysis using the Ten Dimensions of Resource Equity diagnostic tool developed by the Alliance for Resource Equity; and identified two resource inequities.

In the area of teaching quality, the school needs to improve teacher capacity to provide Tier 1 English learner instruction in writing and speaking during integrated ELD. In the area of empowering, rigorous content, the school needs to implement culturally relevant instructional materials that foster the development of students' speaking and listening skills.

Root Cause Analysis: The root causes center on Tier 1 instruction. Teaching practices need to more explicitly support students in the development of speaking skills, and the school needs continued, deliberate development of foundational writing skills for English learners. Addressing instruction at the Tier 1 level, rather than relying on intervention alone, is essential to reversing the ELPI decline.

Actions Implemented in 2025-26: To begin addressing these needs, the school expanded intervention services for English learners by providing individual tutoring for designated students and Saturday School focused on ELPAC preparation. WLCCES increased professional development for teachers to strengthen the quality of Designated ELD instruction. The school also began reexamining its reclassification guidelines to incorporate greater teacher input and to ensure a more equitable and comprehensive evaluation of student progress toward English proficiency.

2026-27 Action Plan: The 2026-27 plan applies evidence-based interventions targeted to the English learner student group. Professional development will focus on integrated ELD instruction, with a specific emphasis on writing and speaking, directly addressing the identified Tier 1 instructional root causes. The school will continue and target intervention support through before-school tutoring, and small-group and individual tutoring for designated English learners. Together these actions are designed to strengthen daily core instruction while providing the additional structured practice time that students need to develop oral language and writing.

Metrics Used to Measure Progress: Progress will be measured using Summative and Interim ELPAC results and i-Ready reading scores, allowing the school to monitor English learner growth across the year rather than relying solely on year-end results.

Math Academic Indicator (2025 CA School Dashboard)

The Mathematics indicator on the California School Dashboard reports performance as Distance from Standard (DFS), measured in points relative to the standard met level on the Smarter Balanced (SBAC) assessment, where negative values indicate performance below standard. On the 2025 Dashboard, schoolwide performance for All Students was -35.9 DFS (Orange), a slight decline from -34.4 DFS (Orange) on the 2024 Dashboard. Results varied across student groups.

While the school has historically regarded mathematics as a relative strength, the 2025 Dashboard places the schoolwide result in the Orange performance level. African American students show both the lowest performance, at -50.6 DFS (Orange), and a decline from the prior year (-39.4 DFS).

2023-24 Math CAASPP	
	DFS
All Students	-34.4
EL	-33.5
SED	-34.4
African American	-39.4
Hispanic	-33.3

2024-25 Math CAASPP	
	DFS
All Students	-35.9
EL	-23.4
SED	-35.9
African American	-50.6
Hispanic	-26.8

Socioeconomically disadvantaged students mirror the schoolwide result at -35.9 DFS (Orange). English learners improved to -23.4 DFS (Green) and Hispanic students improved to -26.8 DFS (Yellow). These patterns indicate that the greatest need is concentrated among African American students and in schoolwide foundational math fluency.

Data Analyzed: The school analyzed the 2025 Summative SBAC results and i-Ready mathematics assessment scores at beginning, middle, and end of year, using both quantitative and qualitative sources to examine where students were gaining and where gaps persisted.

Educational Partners Engaged in the Analysis: Analysis of this focus area engaged the instructional leadership team, teachers and staff through vertical alignment meetings, and parents through the English Learner Advisory Committee (ELAC), the Parent Advisory Council (PAC), the Black Family Advisory Council, and Success Saturdays.

Identified Strengths and Demonstrated Growth: The school identified instructional improvements as a strength, including an increased focus on math fluency instruction and the provision of individualized and small-group tutoring services. The improvement of English learners to the Green level and of Hispanic students to the Yellow level reflects the early effect of these supports.

Greatest Need and Affected Student Groups: The primary needs in mathematics are the vertical alignment of foundational content across grade levels, increased access to consistent daily practice of math fluency, an increased home-school connection for practicing foundational math skills, and increased use of educational software to make fluency practice more engaging. Based on the Dashboard data, African American students are the student group of greatest need, given their position at -50.6 DFS and their decline from the prior year, while foundational math fluency is a schoolwide need affecting the All Students and socioeconomically disadvantaged results.

Issues Identified This Year: While mathematics has historically been a strong suit at WLCCES, the school identified a need to further strengthen foundational math fluency to ensure continued growth. In response, the school initiated a vertical alignment process to clearly define the essential math fluency skills all students must master at each grade level. Teachers across grade spans are intentionally building in daily time for the development of procedural and foundational math skills, supporting students' ability to confidently engage with multi-step and higher-order mathematical concepts.

Identified Resource Inequities: WLCCES conducted a resource equity analysis using the Ten Dimensions of Resource Equity diagnostic tool developed by the Alliance for Resource Equity; and identified two resource inequities.

In the area of teaching quality, teachers need to improve their instruction of math fluency. In the area of empowering, rigorous content, the school needs to improve teachers' capacity to use all available resources to create engaging math activities and to continue the vertical alignment of math content to ensure continuity among student groups.

Root Cause Analysis: The root causes are located in Tier 1 instruction. The school needs to implement schoolwide strategies to improve math fluency instruction and to establish vertical alignment of fluency content expectations across grade levels, so that foundational skills build coherently from one grade to the next rather than being addressed unevenly.

Actions Implemented in 2025-26 School Year: To prevent students from falling further behind and to accelerate learning, the school expanded tutoring and intervention support. Students performing slightly below grade level were proactively identified and provided with targeted interventions, including one-on-one tutoring, small-group instruction, and before-school tutoring. Teachers participated in professional development that included math fluency and effective

small-group instruction, and universal academic assessments, including i-Ready and fluency assessments, were administered at the beginning and middle of the year. Ongoing teacher support placed specific emphasis on strengthening math computation fluency, and academic intervention support was delivered before school, after school, and during the instructional day.

Plan of Action for 2026-27: The 2026-27 plan applies evidence-based interventions across all students with focused attention on the student groups of greatest need. To increase instructional capacity, the school will designate staff to attend Mathematics Framework training and continue developing teachers' capacity to use educational software for increased fluency practice. The school will offer individual and small-group tutoring to identified students and will continue organizing the vertical alignment of key fluency content, focusing vertical alignment team meetings on organizing math content across grade levels. To develop the home-school connection, the school will offer Success Saturdays to equip parents with strategies to support their children's fluency development at home.

Metrics Used to Measure Progress: Progress will be measured using the Summative SBAC and i-Ready mathematics assessments at beginning, middle, and end of year, allowing the school to monitor growth across the year and to adjust instruction and intervention in response to interim data.

Chronic Absenteeism Indicator (2025 CA School Dashboard)

The chronic absenteeism indicator reflects the percentage of students who were absent for 10% or more of the days they were expected to attend, so a lower rate indicates stronger performance. Schoolwide chronic absenteeism for All Students improved from 21.7% in 2023-24 to 19.0% in 2024-25, an overall decline of 2.7%, accompanied by an increase in average daily attendance. The indicator remained at the Yellow performance level for All Students.

Most student groups improved. English learners fell from 18.6% to 12.4% (Yellow), Hispanic students from 15.8% to 14.6% (Yellow), and socioeconomically disadvantaged students mirrored the schoolwide result at 19.0% (Yellow). African American students improved from 30.4% to 26.6% but remained at the Orange level and continued to have the highest chronic absenteeism rate of any group, making them the student group of greatest need. Students with disabilities moved from 15.4% (Yellow) to 17.4% (Orange), which represents an emerging area to monitor even though the group is small in number.

2023-24 Chronic Absenteeism		
	Total #	%
All Students	81	21.7%
EL	19	18.6%
SED	81	21.7%
SWD	6	15.4%
African American	45	30.4%
Hispanic	35	15.8%

2024-25 Chronic Absenteeism		
	Total #	%
All Students	72	19.0%
EL	12	12.4%
SED	72	19.0%
SWD	8	17.4%
African American	38	26.6%
Hispanic	34	14.6%

Data Analyzed:

The school analyzed daily, monthly, and annual attendance data, along with targeted attendance reports following vacations and holidays and on specially identified days, to understand patterns in when and among which students' absenteeism occurred.

Educational Partners Engaged in the Analysis:

Analysis of this focus area engaged the leadership team, the principal, the assistant principal, the attendance clerk, the Coffee with the Principal community, the School Attendance Review Team (SART), and parents through the Parent Advisory Council (PAC) and the English Learner Advisory Committee (ELAC).

Identified Strengths and Demonstrated Growth: The school identified clear strengths in this area. Student attendance improved, chronic absenteeism declined overall by 2.7%, average daily attendance increased, and students participated at high levels in the school's attendance incentive programs. These results indicate that the schoolwide attendance strategy is working and provides a foundation for closing the remaining gap.

Greatest Need and Affected Student Group: The greatest need is the consistently high chronic absenteeism rate among African American students, who remained at the Orange level in both years and at the highest rate of any group. While their rate improved, the persistent gap relative to the schoolwide rate makes this the primary focus of the plan. The movement of students with disabilities into the Orange level is a secondary need to monitor closely.

Issues Identified This Year: The principal issue identified this year was the consistent high absentee rate for African American students, which has remained above the schoolwide rate across both years of available data.

Identified Resource Inequities: WLCCES conducted a resource equity analysis using the Ten Dimensions of Resource Equity diagnostic tool developed by the Alliance for Resource Equity; and identified two resource inequities through dialogue focus group sessions with families. In the area of a positive and inviting school climate, parents identified the need for the school to create a more welcoming environment for African American families and students. In the area of school leadership quality and diversity, parents identified the need for parent support staff to be reflective of African American identity and culture.

Root Cause Analysis: The school identified the need for increased family engagement for African American families as a mechanism for creating a more welcoming environment for African American students. The school also identified the need to promote positive relationships for all students, especially those in the identified target groups. These root causes locate the response in relationships and belonging rather than in compliance measures alone.

Actions Implemented in 2025-26 School Year: Attendance improvement efforts were fully implemented as planned. The school carried out a comprehensive attendance incentive program that included Golden Tickets, monthly awards, and class-based incentives. Attendance conferences were consistently held with parents and guardians when concerns arose. Communication efforts were maintained through regular attendance newsletters providing current data updates, along with weekly attendance postings shared through school newsflashes and prominently displayed on campus.

2026-27 Action Plan: The 2026-27 plan focuses on family engagement and belonging for the student group of greatest need. The school will continue the Black Family Advisory Council, which will provide advisory input on parent-school activities and relationships and will help the school provide culturally relevant resources, programming, and social opportunities. This approach directly addresses the identified root causes by strengthening the connection between African American families and the school as a lever for improved attendance.

Metrics Used to Measure Progress: Progress will be measured using the attendance rate, the chronic absenteeism rate, and parent surveys, combining quantitative attendance outcomes with qualitative feedback on school climate and family engagement.

Learning Recovery Emergency Block Grant (LREBG) Funds: 2026-27 Plan

The Learning Recovery Emergency Block Grant (LREBG) was established pursuant to California Education Code Section 32526, added by Assembly Bill 182 (Chapter 53, Statutes of 2022), and subsequently amended by AB 185 (Chapter 571, Statutes of 2022), SB 114 (Chapter 48, Statutes of 2023), SB 153 (Statutes of 2024), and AB 121 (Chapter 8, Statutes of 2025). LREBG funds support learning recovery initiatives that, at a minimum, support academic learning recovery and staff and pupil social-emotional well-being through the 2027-28 school year. Pursuant to EC Section 32526(d), funds expended in 2025-26, 2026-27, and 2027-28 are subject to a needs assessment and must be included in the LCAP.

Total LREBG Allocation: Watts Learning Center Charter Elementary School (WLCCES) will expend $124,846 of its 2026-27 LREBG allocation on the expenditure described below.

Needs Assessment: WLCCES's comprehensive needs assessment, conducted in accordance with EC Section 32526(d), identified the literacy and English language acquisition of English learners and the foundational literacy needs of struggling readers as the school's most significant learning recovery priorities. On the 2025 California School Dashboard, English learners received a Red performance level on the English Learner Progress Indicator (ELPI), declining from 50.7% (Green) on the 2024 Dashboard to 25% (Red), with ELPAC proficiency falling from 13.3% in 2023-24 to 7.7% in 2024-25 and reclassification rates declining from 15.9% to 7.8% over the same period. The needs assessment identified speaking and writing as the primary ELPAC domains in need of improvement and Tier 1 instruction as the primary root cause. Additional data show that students across the school, including students with disabilities and other students performing significantly below grade level, lack foundational language and literacy skills needed to access grade-level content. These findings establish literacy and English language acquisition support as the school's priority learning-recovery investment for 2026-27.

Expenditure 1: Reading/Literacy Interventionist

Position (LCAP Goal and Action): Reading/Literacy Interventionist (Goal 1, Action 2: Tiered Academic Interventions and Support, and Goal 1, Action 6: Multilingual Learner Support and Language Development)

Amount of LREBG Funds: $124,846

Total Position Cost and Other Funding: The total cost of the Reading/Literacy Interventionist position is $165,260. The remaining $40,414 will be funded through Title I, Part A, supporting the position's role in serving low-income and other educationally disadvantaged students within the schoolwide program.

Rationale: The Reading/Literacy Interventionist will deliver tiered literacy and language intervention to the students identified through the school's comprehensive needs assessment as most in need of learning recovery support: English learners whose ELPI performance declined to the Red level on the 2025 Dashboard with speaking and writing identified as the priority domains, and struggling readers across grade levels who lack the foundational language skills needed to access grade-level text. The Interventionist will provide before-school teacher-led tutoring to approximately 15 students each day, deliver small-group and individualized reading and language support during the instructional day for English learners through tiered intervention, and reinforce core instruction with targeted small-group support that addresses identified language and literacy needs. The Interventionist will use i-Ready Diagnostic data, the UCSF Multitudes Reading Difficulty Screener results in grades K-2, ELPAC results, and summative assessment data to identify students for intervention, monitor progress, and adjust instruction. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for additional academic services and tutoring using evidence-based approaches and for additional supports for English learners.

Evidence Tier: Tier 2 (Moderate Evidence). Research demonstrates that small-group, targeted intervention delivered by credentialed reading specialists produces significant academic gains for students performing below grade level, particularly in foundational literacy and for English learners. Evidence-based foundational literacy instruction grounded in the Science of Reading, when delivered by trained interventionists in small-group settings, is supported by

studies meeting the criteria for moderate evidence under ESSA. High-dosage tutoring delivered by credentialed educators is consistently identified as among the most effective interventions for accelerating learning recovery.

Metric(s): California School Dashboard English Learner Progress Indicator (ELPI) performance level; ELPAC proficiency and reclassification rates, with particular attention to the speaking and writing domains; i-Ready Reading Diagnostic results disaggregated by student group, including English learners, students with disabilities, and socioeconomically disadvantaged students; UCSF Multitudes Reading Difficulty Screener results in grades K-2; CAASPP English Language Arts Distance from Standard disaggregated by student group; and intervention enrollment and participation data.

LCAP Alignment

This expenditure is included in the 2026-27 LCAP in compliance with EC Section 52064.4. The Reading/Literacy Interventionist is reflected under Goal 1, Action 2 (Tiered Academic Interventions and Support) and Goal 1, Action 6 (Multilingual Learner Support and Language Development). The LREBG-funded portion represents a component of the total action expenditures, with the remaining costs funded through Title I, Part A and supported by other applicable funding sources in the LCAP, including LCFF base and supplemental funding.

Educational Partner Consultation

The use of LREBG funds was developed in consultation with educational partners through the LCAP engagement process. Administrators and the principal, teachers, classified staff, parents, the Parent Advisory Committee, and the English Learner Advisory Committee all discussed the comprehensive needs assessment and the alignment of categorical funding, including the use of LREBG funds for academic learning recovery, with LCAP priorities. Teachers specifically recommended an increased focus on high-quality Tier 1 instruction for English learners with emphasis on writing and speaking, vertical alignment, and the use of assessment data to guide targeted intervention. The Parent Advisory Committee recommended increasing student intervention services and expanding early identification of students demonstrating academic deficiencies. The English Learner Advisory Committee recommended continuing to develop and implement an inclusive English Learner Master Plan that provides clear guidance for instruction, intervention, progress monitoring, and reclassification. These recommendations directly informed the decision to invest LREBG funds in a Reading/Literacy Interventionist whose work spans tiered academic intervention and multilingual learner support.

2024 CA School Dashboard

The following table presents Watts Learning Center Charter Elementary School's performance on the 2024 California School Dashboard, organized by State and Academic Indicators and disaggregated by student group. The data reflects the school's academic achievement levels across each indicator and across student populations.

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	Green	Yellow	Orange	N/A	Orange	Orange
English Learners	Green	Yellow	Orange	N/A	Orange	Yellow
Foster Youth	N/A	--	--	N/A	--	--
Homeless	N/A	--	--	N/A	--	--
Socioeconomically Disadvantaged	N/A	Yellow	Orange	N/A	Orange	Orange
Students with Disabilities	N/A	Yellow	Red	N/A	--	--
Black or African American	N/A	Orange	Orange	N/A	Orange	Orange
Filipino	N/A	--	--	N/A	--	--
Hispanic or Latino	N/A	Yellow	Orange	N/A	Orange	Yellow
White	N/A	--	--	N/A	N/A	N/A
Two or More Races	N/A	--	--	N/A	--	--

Performance on the 2024 CA School Dashboard: Watts Learning Center Charter Elementary School received a red performance level for the Suspension rate indicator for the Students with Disabilities (SWD) student group.

2023 CA School Dashboard

The following table presents Watts Learning Center Charter Elementary School's performance on the 2023 California School Dashboard, organized by State and Academic Indicators and disaggregated by student group. The data reflects the school's academic achievement levels across each indicator and across student populations.

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	N/A	Yellow	Green	N/A	Orange	Yellow
English Learners	Red	Orange	Blue	N/A	Yellow	Yellow
Foster Youth	N/A	--	--	N/A	N/A	N/A
Homeless	N/A	--	--	N/A	--	--
Socioeconomically Disadvantaged	N/A	Yellow	Yellow	N/A	Orange	Yellow
Students with Disabilities	N/A	Orange	Orange	N/A	--	--
Black or African American	N/A	Orange	Orange	N/A	Orange	Green
Filipino	N/A	--	--	N/A	--	--
Hispanic or Latino	N/A	Yellow	Blue	N/A	Yellow	Yellow
White	N/A	--	--	N/A	N/A	N/A
Two or More Races	N/A	--	--	N/A	N/A	N/A

Performance on the 2023 CA School Dashboard: Watts Learning Center Charter Elementary School received a red performance level for the English Learner Progress Indicator for the English Learner student group.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Watts Learning Center Charter Elementary School is not eligible for Technical Assistance.

Comprehensive Support and Improvement

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

Schools Identified

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

Watts Learning Center Charter Elementary School is not eligible for CSI.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Administrators/Principal	**Dates of Engagement:** Monthly meetings, November 2025 through May 2026 **Process Used to Engage:** Watts Learning Center Charter Elementary School engaged its administrators and principal as educational partners in the development of the 2026-27 LCAP through a series of monthly meetings held from November 2025 through May 2026. These meetings provided a sustained, structured forum for instructional leaders to review school data, examine LCAP implementation, and shape the priorities and direction of the school's LCAP. **Topics Discussed** Across the meeting series, administrators and the principal discussed the school's mid-year LCAP implementation, the LCAP needs assessment, the local indicators required under the LCFF accountability framework, and a review of internal school data, including i-Ready, ELPAC, attendance, and behavior data. Discussion also addressed the alignment of categorical funding with LCAP priorities, including the use of Title funding for the purposes allowed under each Title program and the use of Learning Recovery Emergency Block Grant (LREBG) funds for academic learning recovery and student well-being. Consistent with the LREBG requirements that apply to funds expended in 2025-26, 2026-27, and 2027-28, the conversation explicitly tied LREBG investments to the school's comprehensive needs assessment so that the funded actions respond to identified student needs and are reflected in the LCAP. **Recommendations** The recommendations that emerged from these meetings shaped the 2026-27 plan. Administrators and the principal recommended that the school continue its instructional focus on foundational literacy, anchored in the Science of Reading and the Word Study program. They recommended a review of the school's plan to support its highest-need student groups, including African American students, students with disabilities, and English learners, to ensure that interventions and supports are well matched to the needs identified through the school's data. They recommended revising the LCAP to reflect Watts Learning Center's current structures, practices, and focus areas so that the plan accurately represents how the school operates and where it is investing. They also reviewed the school's English learner plan, with particular attention to the ELPI performance and the writing and speaking priorities identified through the English Learner Progress Indicator needs assessment.

Educational Partner(s)	Process for Engagement
Teachers	**Dates of Engagement:** August 2025 through May 2026 **Process Used to Engage:** Watts Learning Center Charter Elementary School engaged its teachers as educational partners in the development of the 2026-27 LCAP across the 2025-26 school year, from August 2025 through May 2026. Engagement took place through the school's established structures for ongoing professional collaboration, including beginning-of-year professional development days, non-instructional data days, weekly planning meetings, Professional Learning Communities, and vertical alignment teams. These structures provided regular, recurring forums for teachers to examine LCAP implementation, analyze student data, and shape the priorities and direction of the school's LCAP. **Topics Discussed** Across these engagements, teachers reviewed the school's annual LCAP goals and progress toward meeting the identified outcomes, examined the action plans and key strategies aligned to each goal, and participated in the mid-year LCAP review to assess implementation and effectiveness. They analyzed ongoing academic data to identify student strengths, needs, and instructional priorities and reviewed Social-Emotional Learning data to monitor student well-being and school climate. They examined attendance trends and discussed strategies to improve student attendance, and they reviewed behavior data and identified supports to promote positive student conduct and engagement. Throughout, teachers engaged in collaborative discussions to inform continuous improvement and future LCAP planning. Discussion also addressed the LCAP comprehensive needs assessment and the alignment of categorical funding with LCAP priorities, including the use of Title funding for the purposes allowed under each Title program and the use of Learning Recovery Emergency Block Grant (LREBG) funds for academic learning recovery and student well-being. Consistent with the LREBG requirements that apply to funds expended in 2025-26, 2026-27, and 2027-28, the conversation explicitly tied LREBG investments to the school's comprehensive needs assessment so that the funded actions respond to identified student needs and are reflected in the LCAP. **Recommendations** The recommendations that emerged from teacher engagement shaped the 2026-27 plan. Teachers recommended an increased focus on high-quality Tier 1 instruction to better support English learners, particularly in writing and speaking development, consistent with the needs identified through the English Learner Progress Indicator needs assessment. They recommended the adoption of the Journeys English language arts curriculum to strengthen literacy instruction and provide greater consistency across grade levels. They recommended establishing stronger vertical alignment of instructional strategies and expectations in order to maximize student achievement from grade to grade. They recommended implementing bi-annual writing assessments to monitor student growth, inform instruction, and identify areas of need. They also recommended using assessment data to guide targeted interventions and instructional planning for all student groups.
Classified/Other Staff	**Dates of Engagement:** Monthly meetings, August 2025 through May 2026

Educational Partner(s)	Process for Engagement
	Process Used to Engage: Watts Learning Center Charter Elementary School engaged its classified and other school personnel as educational partners in the development of the 2026-27 LCAP through monthly meetings held from August 2025 through May 2026. These meetings provided a sustained, structured forum for classified staff to contribute their on-the-ground perspective on operations, facilities, attendance, school climate, and family engagement, and to inform the priorities and direction of the school's LCAP. **Topics Discussed** Across the meeting series, classified and other school personnel reviewed the school's LCAP goals and progress toward the targeted outcomes and participated in the mid-year LCAP review, including discussion of implementation successes, challenges, and areas for improvement. They discussed campus maintenance needs and identified priorities for facility improvements and upkeep, reviewed current storage challenges and explored plans for improving organization and use of available space, examined attendance data and discussed strategies to address chronic absenteeism, and reviewed the school's attendance incentive programs designed to encourage consistent student attendance. They also discussed student behavior incentive systems and opportunities to strengthen positive school culture and explored parent engagement activities and strategies to increase family participation in school events and programs. Discussion also addressed resource allocation and the LCAP comprehensive needs assessment, including the use of Title funding for the purposes allowed under each Title program and the use of Learning Recovery Emergency Block Grant (LREBG) funds for academic learning recovery and student well-being. Consistent with the LREBG requirements that apply to funds expended in 2025-26, 2026-27, and 2027-28, the conversation explicitly tied LREBG investments to the school's comprehensive needs assessment so that the funded actions respond to identified student needs and are reflected in the LCAP. **Recommendations** The recommendations that emerged from classified staff engagement shaped the 2026-27 plan. Staff recommended conducting monthly facility walk-throughs to proactively identify maintenance needs, safety concerns, and campus improvement opportunities. They recommended increasing the frequency of attendance incentives to promote consistent student attendance and reduce chronic absenteeism. They recommended establishing and supporting the Black Advisory Council to provide stakeholder input on programs, policies, and student outcomes, and reviewing and implementing the Council's recommendations to strengthen equity, student achievement, and school culture. They also recommended using stakeholder feedback to guide continuous improvement and to support LCAP goals.
Students	**Dates of Engagement:** Strong Start survey (week of August 25, 2025), fall Panorama survey (week of December 8, 2025), and spring Panorama survey (week of June 1, 2026) **Process Used to Engage:** Watts Learning Center Charter Elementary School engaged students as educational partners in the development of the 2026-27 LCAP through three structured surveys administered during the 2025-26 school year: the Strong Start survey at the beginning of the year, the fall Panorama survey at mid-year, and the spring Panorama survey toward the end of the year. This three-point survey cycle provided students with developmentally

Educational Partner(s)	Process for Engagement
	appropriate, accessible opportunities to share their experiences at school across the full year and gave the school comparable data over time to inform LCAP planning. **Topics Discussed** Through the survey items, students provided input on campus safety, student-staff relationships, student-student relationships, student well-being, and academic support and intervention, including tutoring. Together these topics covered the school climate, belonging, and academic support dimensions that students are best positioned to speak to. **Recommendations** The themes that emerged from student input shaped the 2026-27 plan. Students recommended a Kindness Week to promote empathy, respect, and positive peer interactions. They recommended social groups to support friendship-building, belonging, and connection. They asked for improved food in the school's meal program. They also recommended expanded recess activities to give students more variety and engagement during unstructured time. **Influence on the LCAP** The input gathered from students informed multiple components of the 2026-27 LCAP. It reinforced the action for social, emotional, behavioral, and mental health supports through MTSS, including the schoolwide Kindness Week and the use of community circles to strengthen relationships and belonging. It informed the action for a safe and supportive learning environment, including campus safety and student engagement. It also reinforced the assessment and progress monitoring action, given students' input on the value of tutoring as part of the school's academic support system, and shaped the school's continued use of the Panorama survey as a climate monitoring tool. The school will consider students' recommendations on improved food and expanded recess activities through its operational and student experience planning.
Student Advisory Committee (SAC)	Watts Learning Center Charter Elementary School serves grades TK-5, therefore is not required to form a Student Advisory Committee.
Parents including those representing Unduplicated Pupils (UP) & Students with Disabilities (SWD)	**Dates of Engagement:** The school engaged parents through multiple structured opportunities across the 2025-26 school year. Coffee with the Principal was held on August 25, 2025, and January 21, 2026. The Strong Start survey was administered during the week of August 18, 2025, with follow-up survey administrations during the week of December 8, 2025, and the week of June 1, 2026. Black Family Listening Sessions and Black Family Advisory Council meetings were held on September 16 and September 25, 2025, and on February 10 and April 14, 2026. **Process Used to Engage:** Watts Learning Center Charter Elementary School engaged parents as educational partners in the development of the 2026-27 LCAP through a combination of recurring meetings, dedicated listening sessions and advisory bodies, and schoolwide surveys, with deliberate steps to include the perspectives of families of unduplicated pupils and students with disabilities. Coffee with the Principal provided an open, conversational forum for parents to meet directly with school leadership. The Strong Start survey, administered three times during the year, gave all

Educational Partner(s)	Process for Engagement
	parents a structured, accessible way to share their experiences and priorities. The Black Family Listening Sessions and the Black Family Advisory Council provided a sustained, structured channel for African American families to share perspectives, review school data, and provide recommendations. Together these venues ensured that parent input came from multiple sources and reached the LCAP planning process throughout the year. **Topics Discussed** Across these engagements, parents reviewed student achievement data, the school's LCAP goals, and the LCAP action plans. They discussed student extracurricular activities, and the range of student supports the school provides, the school's climate and culture, and the barriers and supports affecting parent engagement. They reviewed Black student outcomes in academic achievement and attendance, including the specific Dashboard and school data informing the school's response. Discussion also addressed the LCAP comprehensive needs assessment and the alignment of categorical funding with LCAP priorities, including the use of Title funding for the purposes allowed under each Title program and the use of Learning Recovery Emergency Block Grant (LREBG) funds for academic learning recovery and student well-being, with LREBG investments tied to the school's comprehensive needs assessment so that the funded actions respond to identified student needs and are reflected in the LCAP. **Recommendations** The recommendations that emerged from parent engagement shaped the 2026-27 plan. Parents recommended expanded enrichment activities, including sports, to broaden the opportunities available to students during and after the school day. They recommended increased representation for Black parents through both targeted recruiting and visible inclusion at school events, building on the work of the Black Family Advisory Council. They also recommended socially based activities for families to strengthen community connection and trust.
Parent Advisory Committee (PAC)	**Dates of Engagement:** January 27, February 24, April 22, and May 28, 2026 **Process Used to Engage:** Watts Learning Center Charter Elementary School engaged the Parent Advisory Committee as educational partners in the development of the 2026-27 LCAP through four scheduled meetings held on January 27, February 24, April 22, and May 28, 2026. These meetings provided a structured, recurring forum for parent representatives to review school data, examine the LCAP, and offer recommendations directly to school leadership, fulfilling the school's responsibility to consult with its Parent Advisory Committee on the LCAP. **Topics Discussed** Across the meeting series, the Parent Advisory Committee reviewed student achievement data, including academic performance trends and progress toward schoolwide goals. The Committee examined student attendance data and discussed strategies to improve attendance rates and reduce chronic absenteeism, and reviewed the school's LCAP goals, actions, and expenditures supporting student success and school improvement. Members discussed stakeholder survey results and identified key areas of strength and opportunities for growth, reviewed the Watts Learning Center instructional plan and priorities for improving student outcomes, discussed plans for addressing learning gaps and supporting high-need students through targeted interventions and academic supports, and engaged in discussions

Educational Partner(s)	Process for Engagement
	regarding resources and strategies to support English learners and other student groups. The Committee also provided parent input and feedback on school programs, services, and priorities for continuous improvement. Discussion also addressed the LCAP comprehensive needs assessment and the alignment of categorical funding with LCAP priorities, including the use of Title funding for the purposes allowed under each Title program and the use of Learning Recovery Emergency Block Grant (LREBG) funds for academic learning recovery and student well-being. Consistent with the LREBG requirements that apply to funds expended in 2025-26, 2026-27, and 2027-28, the conversation explicitly tied LREBG investments to the school's comprehensive needs assessment so that the funded actions respond to identified student needs and are reflected in the LCAP. **Recommendations** The recommendations that emerged from the Parent Advisory Committee shaped the 2026-27 plan. The Committee recommended maintaining the current LCAP goals and action steps, having concluded that they continue to address the school's most critical areas of need. The Committee recommended increasing student intervention services to provide additional academic and social-emotional support for students requiring targeted assistance and expanding opportunities for early identification and intervention for students demonstrating academic deficiencies. The Committee also recommended improving security services in and around the neighborhood to enhance student and family safety during arrival, dismissal, and school-related activities, and continuing to monitor student achievement, attendance, and school climate data to inform future LCAP planning and resource allocation.
English Learner PAC; English Language Advisory Committee (ELAC); and DELAC	**Dates of Engagement:** January 2, February 24, April 22, and May 28, 2026 **Process Used to Engage:** Watts Learning Center Charter Elementary School engaged its English Learner Advisory Committee as educational partners in the development of the 2026-27 LCAP through four scheduled meetings held on January 2, February 24, April 22, and May 28, 2026. The Committee provides a structured forum for parents of English learners to review school data, examine the school's English learner program and the LCAP, and offer recommendations directly to school leadership, fulfilling the school's responsibility to consult with parents of English learners on the LCAP and on its English learner program. **Topics Discussed** Across the meeting series, the Committee reviewed student achievement data, including academic performance trends and progress toward schoolwide goals, and examined student attendance data and discussed strategies to improve attendance rates and reduce chronic absenteeism. The Committee reviewed the school's LCAP goals, actions, and expenditures supporting student success and school improvement, discussed stakeholder survey results and identified key areas of strength and opportunities for growth, and reviewed the Watts Learning Center instructional plan and priorities for improving student outcomes. Members discussed plans for addressing learning gaps and supporting high-need students through targeted interventions and academic supports, provided parent input and feedback on school programs, services, and priorities for continuous improvement, and engaged in discussions regarding resources and strategies to support English learners and other student groups. The Committee also discussed

Educational Partner(s)	Process for Engagement
	the school's English Learner Master Plan and reviewed ELPAC test results, including the English Learner Progress Indicator and the school's data on speaking and writing as the priority language domains. Discussion also addressed the LCAP comprehensive needs assessment and the alignment of categorical funding with LCAP priorities, including the use of Title funding for the purposes allowed under each Title program and the use of Learning Recovery Emergency Block Grant (LREBG) funds for academic learning recovery and student well-being. Consistent with the LREBG requirements that apply to funds expended in 2025-26, 2026-27, and 2027-28, the conversation explicitly tied LREBG investments to the school's comprehensive needs assessment so that the funded actions respond to identified student needs and are reflected in the LCAP. **Recommendations** The recommendations that emerged from the Committee shaped the 2026-27 plan. The Committee recommended continuing to develop and implement an inclusive English Learner Master Plan that addresses the academic, linguistic, and social-emotional needs of all English learners. It recommended that the Master Plan provide clear guidance for instruction, intervention, progress monitoring, and reclassification processes. It recommended maintaining a strong focus on equitable access to rigorous curriculum and support services for English learners and continuing to engage families and stakeholders in the review and refinement of the Master Plan so that it reflects the needs of the school community. The Committee also recommended monitoring the effectiveness of English learner programs and supports through ongoing analysis of student achievement and language acquisition data.
SELPA	**Dates of Engagement:** WLCCES consulted with its SELPA on a regular basis throughout the 2025-26 school year regarding services for students with disabilities. The consultation on the 2026-27 LCAP took place on June 3, 2026. **Process Used to Engage:** WLCCES consulted with its SELPA, El Dorado Charter SELPA, on a regular basis regarding its services for students with disabilities, including the school's mid-year LCAP update and the development of the 2026-27 LCAP actions and services. The consultation provided a structured opportunity for the SELPA to review the school's plan for students with disabilities and to offer technical feedback to strengthen the alignment between identified need, proposed action, and expected outcomes. **Topics Discussed** The consultation focused on student achievement levels for students with disabilities, including academic outcomes, social-emotional learning data, and progress toward Individualized Education Program goals. Discussion centered on the school's Students with Disabilities action under Goal 1, Action 5 "Inclusive Special Education and Services," including the school's identification of an achievement gap between students with disabilities and their nondisabled peers and the supports proposed to close it. **SELPA Feedback** On June 3, 2026, the SELPA provided feedback in two parts: The SELPA identified the following strengths in the school's draft action. The SELPA noted that the school's current supports are producing progress for students with disabilities, that the school accurately identified the gap between

Educational Partner(s)	Process for Engagement
	students with disabilities and their nondisabled peers, and that the school's proposed actions are clearly linked to the identified need. The SELPA also raised the following questions for the school to address in finalizing the action: which indicators are being used to identify the gap, what is the size and nature of the gap, what is the root cause, and, with respect to the planned increase in small-group instruction, how much additional small-group instruction is planned compared to current levels, who will provide it, and how will it differ from current practice in order to meet the identified need.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The educational partner feedback summarized in the section above directly shaped the adopted goals and actions of this LCAP. The following narrative identifies, by goal and action, where partner input was incorporated into the plan.

Goal 1: Multi-Tiered System of Support: The goal itself responded to several converging streams of partner input. Administrators and the principal recommended a review of the school's plan to support its highest-need student groups, including African American students, students with disabilities, and English learners, and a revision of the LCAP to reflect the school's current structures, practices, and focus areas. Teachers, classified staff, parents, the Parent Advisory Committee, and the English Learner Advisory Committee all reviewed the school's data and reinforced the need for a coherent, data-driven system of support. The goal as adopted reflects that consensus.

- ***Action 1, Assessments of Learning and Student Progress Monitoring.*** Teacher feedback on the value of bi-annual writing assessments, the use of assessment data to guide targeted interventions and instructional planning for all student groups, and the Parent Advisory Committee's recommendation to expand opportunities for early identification of students demonstrating academic deficiencies were incorporated into this action's coordinated set of assessments and the school's processes for analyzing and using student data.
- ***Action 2, Tiered Academic Interventions and Support.*** The Parent Advisory Committee's recommendation to increase student intervention services for students requiring targeted assistance, the Parent Advisory Committee's recommendation to expand early identification and intervention, parent input on continuing tutoring as a core support, and teacher input on Tier 1 instruction informed this action's tiered structure, including the before-school teacher-led tutoring, SMART Tutors, ELOP/ASES, and advanced learner support components.
- ***Action 3, Social, Emotional, Behavioral, and Mental Health Supports Through MTSS.*** Student feedback gathered through the Strong Start and Panorama surveys, which recommended a Kindness Week, social groups, and expanded recess activities, shaped the action's Tier 1 SEL curriculum and PBIS components, including the schoolwide Kindness Week. Classified staff input on student behavior incentive systems, and a positive school culture reinforced the CHAMPS implementation, weekly grade-level lessons, celebrations, and assemblies described in the action.
- ***Action 4, Access to a Broad Course of Study.*** Parent recommendations for expanded enrichment activities, including sports, shaped the action's universal in-school programming, targeted enrichment blocks, and after-school enrichment offerings.
- ***Action 5, Inclusive Special Education and Services.*** The SELPA's June 3, 2026, feedback directly shaped the finalization of this action. In response to the SELPA's strengths feedback, the action retains the link between identified need and proposed supports. In response to the SELPA's questions, the action specifies the indicators used to identify the achievement gap between students with disabilities and their nondisabled peers, describes the size and nature

of that gap, articulates root causes drawn from the school's data, and details the planned increase in targeted small-group instruction, including amount, provider, and how the additional instruction will differ from current practice.

- ***Action 6, Multilingual Learner Support and Language Development.*** The English Learner Advisory Committee's recommendations to develop and implement an inclusive English Learner Master Plan, to provide clear guidance for instruction, intervention, progress monitoring, and reclassification, to maintain equitable access to rigorous curriculum, and to monitor program effectiveness through achievement and language acquisition data are reflected in the action's focus on integrated and designated ELD with a writing and speaking emphasis, the continuation of Saturday School and individual and small-group tutoring, and the completion of the reclassification guidelines review. The Committee's emphasis on family engagement in Master Plan refinement is also reflected here.

Goal 2: Quality and Delivery of Instruction: Administrators recommended continuing the school's instructional focus on foundational literacy. Teachers recommended a stronger focus on high-quality Tier 1 instruction for English learners (particularly in writing and speaking), the adoption of the Journeys ELA curriculum, stronger vertical alignment, and use of assessment data to guide targeted interventions.

- ***Action 1, Credentialed and Effective Educators.*** Administrator feedback on retaining a strong, stable instructional team, and the school's recognition through teacher engagement that recent staffing disruptions affected continuity, informed this action's commitment to recruiting, developing, supporting, and retaining highly effective educators.
- ***Action 2, Professional Development.*** Administrator recommendations to continue foundational literacy as the instructional focus, teacher recommendations to strengthen Tier 1 instruction for English learners with emphasis on writing and speaking, teacher recommendations on vertical alignment, and ELAC feedback on integrated and designated ELD instruction all shaped the action's priority focus areas for 2026-27, including ELD strategies and the ELD standards, the Science of Reading and writing integration, mathematics fluency and Mathematics Framework training, and earlier professional development on IEPs and Section 504 plans.
- ***Action 3, Standards-Aligned Curriculum for Every Student.*** Teacher recommendations on the adoption of the Journeys ELA curriculum and on stronger vertical alignment, together with PAC input on the school's instructional plan, informed this action's standards-aligned curriculum, materials sufficiency, social studies pilot, and monitoring of access.
- ***Action 4, Technology to Power Teaching and Learning.*** Teacher input on the use of assessment data to guide instruction, and the schoolwide reliance on digital learning platforms, informed this action's device access, classroom set management, IT support, and assessment-readiness provisions.

Goal 3: Family and Community Partnerships: Parents, the Parent Advisory Committee, the English Learner Advisory Committee, and the Black Family Advisory Council all reinforced family and community partnership as a central school improvement strategy. Parents specifically recommended increased representation for Black parents, socially based activities for families, and expanded enrichment opportunities, while the Parent Advisory Committee recommended improved security services in and around the neighborhood.

- ***Action 1, Safe and Supportive Learning Environment and Student Engagement.*** The Parent Advisory Committee's recommendation on improved security services, classified staff recommendations on monthly facility walk-throughs and attendance incentives, parent input on extracurricular and enrichment opportunities, and student input on campus safety, well-being, and relationships are reflected in this action's School Safety Plan, campus safety staffing, attendance and behavior incentives, extracurricular offerings, required health screenings, and use of the Panorama climate survey.
- ***Action 2, Family Engagement in Decision-Making.*** The school's engagement of parents through the PAC, ELAC and DELAC functions, EL-PAC, and the Black Family Advisory Council, including the school's commitment to provide written responses to each committee's comments and recommendations, is reflected in this action's structures for ongoing partner input.

- ***Action 3, Parent and Family Engagement.*** Parent recommendations for socially based family activities, increased representation for Black parents, and expanded enrichment, together with classified staff and Parent Advisory Committee recommendations to continue the Black Family Advisory Council, are reflected in this action's monthly Parent University, Parent Leader meetings, social functions, bilingual support and language accessibility, and the continuation of the Black Family Advisory Council and Black Family Dinner.
- ***Action 4, Safe, Clean Learning Environment.*** Classified staff recommendations to conduct monthly facility walk-throughs to identify maintenance needs, safety concerns, and campus improvement opportunities are reflected in this action's facility maintenance and storage management provisions.

Cross-Cutting Influence on the Use of Title Funds and LREBG: Across the engagement process, administrators, teachers, classified staff, parents, the Parent Advisory Committee, and the English Learner Advisory Committee all discussed the comprehensive needs assessment and the alignment of categorical funding with LCAP priorities, including the use of Title funding for the purposes allowed under each Title program and the use of Learning Recovery Emergency Block Grant funds for academic learning recovery and student well-being. Consistent with the LREBG requirements that apply to funds expended in 2025-26, 2026-27, and 2027-28, this LCAP ties LREBG investments to the school's comprehensive needs assessment so that the funded actions across all three goals respond to identified student needs.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Continue to strengthen its Multi-Tiered System of Support, aligned with the California Community Schools Framework, so that every student receives a coherent, student-centered system of support. Through integrated support services and expanded learning time and opportunities, the school will use data to identify and address each student's academic, social, emotional, behavioral, and mental health needs, and will connect students to aligned services and enriched learning beyond the regular school day. As a result, achievement and opportunity gaps will close across all student groups, and every student will demonstrate measurable academic growth and be prepared for success in middle school and on a clear path toward college and career.	Broad

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 5: Student Engagement

Priority 6: School Climate

Priority 7: Course Access

Priority 8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

Watts Learning Center Charter Elementary School developed this goal to organize its improvement efforts around a single, coherent system of support rather than a set of disconnected programs. The school's analysis of its 2025 California School Dashboard results, its i-Ready and ELPAC data, and its educational-partner input pointed consistently to the same conclusion: students are making progress, but achievement and opportunity gaps persist for specific student groups, and closing them requires a unified, data-driven approach that addresses the whole child. A Multi-Tiered System of Support, aligned with the California Community Schools Framework, provides that structure.

Needs Identified Through Data and Needs Assessments: The goal responds directly to needs the school identified through its needs assessments. The English Learner Progress Indicator returned to the Red performance level for English learners in 2025, with writing and speaking identified as the primary areas of need. Mathematics remained in the Orange performance level schoolwide, with African American students performing furthest below standard. Chronic absenteeism, while improved overall, remained highest among African American students. These patterns showed that gaps are concentrated in particular student groups and span academic, behavioral, and attendance domains, which is why the goal commits the school to use data to identify and address each student's academic, social, emotional, behavioral, and mental health needs rather than treating these areas in isolation.

Building on What Has Worked: The goal also reflects what the school has learned works. Its strongest results, including improved i-Ready reading growth, a Blue suspension-rate performance level for students with disabilities, and rising African American family engagement, came from layered, student-centered supports: high-quality core instruction, tiered intervention, social-emotional and behavioral systems, expanded learning time, and authentic family

partnership. Framing these efforts within a single MTSS goal ensures they reinforce one another and are sustained over time rather than implemented in fragments.

Connection to the School's Mission and Vision: Finally, the goal embodies the school's mission and vision. By connecting students to aligned services and enriched learning beyond the regular school day, the school operationalizes its commitment to a child-centered education with strong ties to families and the community. The intended result, that achievement and opportunity gaps close across all student groups and that every student demonstrates measurable growth and is prepared for success in middle school and on a clear path toward college and career, expresses the long-term outcome the school is working toward for every learner.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CAASPP ELA Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 ELA CAASPP DFS All Students -37.9 EL -48.3 SED -36.2 African American -38 Hispanic -38.8	2023-24 ELA CAASPP DFS All Students -52 EL -45.7 SED -52 African American -67.9 Hispanic -44.3	2024-25 ELA CAASPP DFS All Students -27.7 EL -15.3 SED -27.7 African American -48.3 Hispanic -15.3	2025-26 ELA CAASPP DFS All Students -25 EL -14 SED -25 African American -45 Hispanic -14	All Students: +10.2 EL: +33 SED: +8.5 African Am: -10.3 Hispanic: +23.5 *Not numerically significant in either Baseline or Y2 Outcome
2	CAASPP Math Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 Math CAASPP DFS All Students -30.9 EL -42.8 SED -29.4 African American -19.2 Hispanic -36.6	2023-24 Math CAASPP DFS All Students -34.4 EL -33.5 SED -34.4 African American -39.4 Hispanic -33.3	2024-25 Math CAASPP DFS All Students -35.9 EL -23.4 SED -35.9 African American -50.6 Hispanic -26.8	2026-27 Math CAASPP DFS All Students -34 EL -22 SED -35 African Ameri -48 Hispanic -25	All Students: -5 EL: +19.4 SED: -6.5 African Am: -31.4 Hispanic: +9.8 *Not numerically significant in either Baseline or Y2 Outcome
3	CA Science Test Source: CAASPP & CA School Dashboard	2022-23 CAST (% Met/exceeded) All Students 37.50% SED 38.18% Hispanic 36.95%	2023-24 CAST (% Met/exceeded) All Students 31.67% SED 31.67% Hispanic 35.29%	2024-25 CAST (% Met/exceeded) All Students 33.34% SED 33.34% Hispanic 34.21% 2024-25 CAST (Science Points) All Students 50.8 SED 50.8 Hispanic 52.2	2025-26 CAST (Science Points) All Students 52 SED 52 Hispanic 53	All Students: -4.16% SED: -4.84% Hispanic: -2.74%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Source: Dashboard		
4	% EL who made progress towards English Language Proficiency Source: ELPI – CA School Dashboard	37.5% Source: 2023 Dashboard	50.7% Source: 2024 Dashboard	25% Source: 2025 Dashboard	2025-26: 59%	-12.5%
5	% students English Language Proficiency for Summative ELPAC Source: ELPAC website	2022-23: 14%	2023-24: 13.3%	2024-25: 7.7%	2025-26: 10%	-6.3%
6	Reclassification Rate Source: CALPADS	2022-23: 13.8%	2023-24: 15.9%	2024-25: 7.8%	2025-26: 10%	-6%
7	Attendance Rate Source: CALPADS	2022-23: 92%	2023-24: 93%	2024-25: 94%	2025-26:9 4.6%	+2%
8	Chronic Absenteeism Rates Source: CA School Dashboard	2022-23 Chronic Absenteeism %	2023-24 Chronic Absenteeism %	2024-25 Chronic Absenteeism %	2025-26 Chronic Absenteeism %	All Students: -7.9% EL: -14.5% SED: -8.1% SWD: -11.5% African Am: -7% Hispanic: -8.7%
		All Students 26.9% EL 26.9% SED 27.1% SWD 28.9% African American 33.6% Hispanic 23.3%	All Students 21.7% EL 18.6% SED 21.7% SWD 15.4% African American 30.4% Hispanic 15.8%	All Students 19.0% EL 12.4% SED 19.0% SWD 17.4% African American 26.6% Hispanic 14.6%	All Students 16.0% EL 12.0% SED 18.0% SWD 17.0% African American 25.0% Hispanic 14.0%	
9	Suspension Rate Source: CA School Dashboard	2022-23 Suspension Rate %	2023-24 Suspension Rate %	2024-25 Suspension Rate %	2025-26 Suspension Rate %	All Students: 0% EL: +1% SED: -0.1% SWD: -2.2% African Am: -0.8% Hispanic: +0.4%
		All Students 0.5% EL 0.0% SED 0.6% SWD 2..2% African American 1.5% Hispanic 0.0%	All Students 1.6% EL 2.0% SED 1.6% SWD 10.3% African American 2.0% Hispanic 1.4%	All Students 0.5% EL 1.0% SED 0.5% SWD 0.0% African American 0.7% Hispanic 0.4%	All Students 0.5% EL 0.5% SED 1.5% SWD 0.0% African Ameri 0.5% Hispanic 0.3%	
10	Expulsion Rate Source: Dataquest	2022-23: 0%	2023-24: 0%	2024-25: 0%	2025-26: 0%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
11	% students participating in elective course or enrichment. Source: Master Schedule, CALPADS	2022-23: 100%	2023-24: 100%	2024-25: 100%	2025-26: 100%	0%
12	% students participating in in all 5 Components of the Physical Fitness Test (PFT): Grade 5 Source: SARC	2022-23: 99%	2023-24: 100%	2024-25: 45%	2025-26: 100%	-54%

NOTE: Watts Learning Center Charter Elementary School currently serves grades TK-5, therefore the following CDE LCAP required metrics do not apply:

- Priority 4:
  - % of pupils who complete courses that satisfy UC A-G
  - % of pupils who complete CTE course from approved pathways
  - % of pupils who have completed both A-G & CTE
  - % of pupils who pass AP exams with a score of 3 or higher.
  - % of pupils prepared for college by the EAP (Gr 11 SBAC)
- Priority 5:
  - Middle School dropout rate
  - High School dropout rate
  - High School graduation rates

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 1.1: Watts Learning Center Charter School employs one Principal and 13 appropriately credentialed classroom teachers to serve students in grades TK–5, providing instruction across all core subject areas, including English Language Arts (ELA), Mathematics, Science, Social Studies, and Physical Education as components of the school's base instructional program.

Professional Development: Summer professional development was conducted with a focus on the following areas: foundational literacy instruction, Special Education accommodations and modifications, effective small group instructional strategies, vertical alignment through i-Ready Vertical Teams, and core curriculum implementation across ELA, Mathematics, and Science.

Challenges: Several staffing challenges were encountered during the implementation period. First, a dedicated substitute teacher was not hired; instead, the school continues to engage substitute teachers on an as-needed contractual basis. Second, the departure of a classroom teacher early in the school year necessitated filling the vacancy with an intern teacher currently enrolled in a formal educator induction program. Third, multiple staff members required family leave due to unforeseen personal circumstances throughout the course of the school year, creating intermittent instructional continuity concerns.

Action 1.2: This action has been fully implemented with no major modifications. All designated assessments have been administered across applicable grade levels in accordance with the school's established assessment calendar.

Assessment Administration: The following assessments have been administered during the current school year:

i-Ready Diagnostic Assessments in both Reading and Mathematics have been administered school-wide, providing beginning-of-year (BOY) and mid-year benchmark data for all eligible students.

Dibels Reading Fluency Assessments – are administered quarterly

ELPAC Interim Assessments have been administered to English Learner students to monitor language acquisition and academic language development progress.

ELA and Mathematics Interim Assessment Blocks (IABs) have been administered to students in grades 3 through 5, providing standards-aligned formative data to support instructional planning.

ESGI is utilized exclusively for incoming Transitional Kindergarten (TK) and Kindergarten students as an entry-level skills assessment tool.

UCSF Multitudes Reading Difficulty Screener has been adopted and implemented for students in grades K–2 as an early literacy screening instrument to identify students at risk for reading difficulties. This screener has been successfully administered within the current school year.

Assessment data is systematically collected, disaggregated, and analyzed by classroom teachers and the school leadership team to inform instructional planning and identify students in need of targeted academic support.

Challenges: No significant challenges were identified during the implementation of this action.

Successes: Implementation of this action yielded several notable outcomes, including high rates of student participation in both beginning-of-year and mid-year assessments, demonstrated academic growth from the BOY to mid-year assessment period, and the successful identification of student groups requiring intervention and supplemental academic support.

Participation rates were particularly strong, with 90% of students completing the beginning-of-year i-Ready diagnostic and 99% completing the mid-year diagnostic — reflecting a 9-percentage-point increase in assessment participation. Beginning-of-year i-Ready results were subsequently utilized as the primary basis for determining intervention assignments and establishing student groupings for differentiated small group instruction.

Action 1.3: This action has been fully implemented. Notable programmatic adjustments were made during implementation to improve accessibility and maximize student participation in supplemental intervention support services.

Program Modifications: Two key modifications were adopted relative to the original action design:

First, tutoring sessions were transitioned from an after-school to a before-school model to increase student participation rates, as before-school scheduling was determined to be more conducive to consistent student attendance and engagement.

Second, individualized tutoring services were expanded to operate across multiple time periods, before school, during the instructional day, and after school, to more comprehensively address individual student achievement gaps.

Tutoring and Intervention Program Structure: Watts Learning Center provides tiered tutoring and intervention support through three primary service models:

Before-School Teacher-Led Tutoring: Intervention instruction is provided directly by a credentialed intervention teacher serving a cohort of approximately 15 students before the start of the instructional day.

SMART Tutors (Contracted Individualized Tutoring): The school contracts with SMART Tutors to provide individualized tutoring services during the instructional day as well as before and after school. Services are delivered in a one-on-one or two-student format to maximize personalized support. Students are selected for SMART Tutor services based on i-Ready performance data within the mid-level (yellow band) range, Social-Emotional Learning (SEL) assessment results, and observational referrals from the school counselor. This model is specifically designed to serve students who are experiencing both academic difficulty and social-emotional challenges, for whom the individualized tutoring format provides an additional layer of relational support. Currently, 44 students receive individualized tutoring through SMART Tutors throughout the school day.

ELOP/ASES After-School Program: An after-school tutoring and enrichment program is available to all enrolled students through the Extended Learning Opportunities Program (ELOP) and After School Education and Safety (ASES) grant. The program is currently operating at full capacity with an active waitlist, reflecting strong family demand for extended learning opportunities.

Advanced Learner Support: While Watts Learning Center does not operate a formal Gifted and Talented Education (GATE) program, advanced academic support is provided to students performing at or above grade level based on CAASPP assessment results and i-Ready diagnostic data. Currently, 52 students have been identified for and are receiving advanced learner support services, representing a year-over-year increase in the number of students qualifying for this level of instruction. An initial cohort of 35 students was identified at the start of the year for gifted support services.

Challenges: The primary implementation challenge is maintaining scheduling coherence across multiple tutoring and intervention modalities that operate before, during, and after the instructional day. Specifically, navigating student pull-out schedules to minimize disruption to core classroom instruction while ensuring equitable access to supplemental support has proven complex. Although a designated intervention block exists within the school schedule, intervention sessions have at times conflicted with critical core subject instruction, creating tension between competing instructional priorities across grade-level schedules. Ongoing coordination among teachers, interventionists, and school leadership is required to mitigate these disruptions and preserve the integrity of both core and supplemental instructional time.

Successes: Implementation of this action has yielded meaningful academic gains for students across all student groups. Key successes include demonstrated academic growth as measured by mid-year i-Ready assessment data, a consistent decrease in the proportion of students performing two or more grade levels below grade level, a corresponding increase in the proportion of students performing at grade level, and growth in the number of students identified for advanced learner support.

Action 1.4: This action has been fully implemented with several strategic programmatic expansions undertaken to broaden student access to arts instruction, enrichment opportunities, and social-emotional learning (SEL) support. These expansions reflect the school's ongoing commitment to providing a well-rounded, multi-dimensional educational experience for all students.

Watts Learning Center delivers arts and enrichment programming through two distinct models: universally provided in-school instruction available to all students during the instructional day, and opt-in after-school enrichment offerings available through voluntary enrollment.

Universal In-School Programming (All Students): All students receive the following instruction as part of the standard school day: Music, Yoga, and Physical Education (PE). These programs have been consistently offered school-wide for several years and continue to serve as foundational components of the school's enrichment framework.

Music programming has been intentionally expanded in recent years to increase both access and rigor. Music instruction now reaches all students in grades TK–5, and the program has grown to include a Beginning Orchestra, an Advanced Orchestra, and both a general Choir and an Advanced Choir. Choir instruction has also been extended to TK and Kindergarten students, ensuring early access to vocal music education.

Targeted Enrichment Blocks (Grades 2–5, During the School Day): In addition to universal programming, targeted enrichment blocks have been introduced for students in grades 2 through 5. Dance is available to all students in grades 2–5. Art and the Doby Boys program are offered to designated student groups in grades 2–5 with the intentional goal of supporting social-emotional development, leadership skills, and positive identity formation.

The Just Girls program has been a particularly noteworthy initiative within this enrichment structure. Participants engage in focused workshops addressing topics such as puberty education, body awareness, and adolescent wellness, equipping students with the knowledge and tools needed to navigate this developmental period with greater confidence and reduced anxiety. This holistic, health-centered approach has contributed meaningfully to improved student well-being and a strengthened sense of belonging within the school community.

After-School Enrichment Programming (Voluntary Enrollment, Grades 3–5): After-school enrichment offerings are available to students in grades 3–5 on a voluntary sign-up basis. Current after-school programs include Art (offered during the Spring semester through the end of the school year), Drama Club (running February through May), Dance Club, Violin, Choir, Doby Boys, and Just Girls. The school has consistently maintained full participation rosters across its enrichment offerings, reflecting strong student and family interest in these programs.

Challenges: The primary challenge associated with program expansion has been the availability of adequate physical space. As the school has grown its enrichment offerings, securing sufficient space for equipment storage, particularly for the music program, as well as appropriate instructional environments for enrichment classes has proven increasingly difficult. This spatial constraint represents a logistical barrier that will require continued attention as programming continues to expand.

Successes: Implementation of this action has yielded several significant programmatic successes. The orchestra program has expanded substantially, now encompassing both beginning and advanced levels and serving a broader range of students across grade levels. The Just Girls mentoring program has demonstrated meaningful impact on participants' social-emotional health, physical wellness awareness, and overall sense of campus belonging. Additionally, the school has successfully maintained full enrollment across all after-school enrichment offerings, underscoring the strong community demand for and engagement with these programs.

Action 1.5: This action has been fully implemented, with no substantive changes from the established action plan. Multiple initiatives have been undertaken during the current school year to enhance campus safety, maintain facility cleanliness, and improve the overall physical environment for students, staff, and families.

Initiatives and Activities

Safety Drills and Emergency Preparedness Monthly safety drills are conducted for all students and staff, ensuring consistent preparedness and familiarity with emergency protocols across the school community.

Campus Safety Team A formal campus safety team has been convened, comprising school staff, parents, and community partners. This collaborative body meets regularly to assess safety needs, coordinate responses, and foster a shared commitment to maintaining a secure school environment.

Community Safety Partnerships The school has implemented a 311 Neighborhood Safety Walk initiative in coordination with the Broadway Corridor Block Club and other community partners. These walks address neighborhood-level concerns such as illegal waste disposal and dumping in the areas surrounding the campus, reinforcing the school's investment in the broader community's safety and well-being.

Campus Beautification A campus beautification project was undertaken in partnership with Pepperdine University, resulting in the planting of flowers throughout the campus quad and front entrance. Regular campus cleanups are conducted on an ongoing basis to maintain the appearance and cleanliness of the school grounds.

Custodial Staffing The school maintains a fully staffed custodial team, ensuring consistent and comprehensive facility upkeep throughout the school year.

Security Infrastructure A new security system has been installed on campus, upgrading the school's physical security infrastructure and enhancing the overall safety of the facility.

Challenges: The primary facility challenge identified continues to be the availability of adequate storage space, particularly for musical instruments and enrichment program materials. This constraint has been noted across multiple program areas and will require a dedicated facilities planning solution to support the continued growth of these programs.

Successes: This action has produced several notable successes in the areas of safety, community engagement, and campus environment. Key achievements include the consistent implementation of monthly safety drills, the successful formation and ongoing operation of a representative campus safety team, active collaboration with community partners through structured neighborhood safety walks, meaningful campus beautification through the Pepperdine University partnership, and the installation of upgraded security infrastructure. The school has also sustained full custodial staffing, ensuring that facilities are consistently maintained to a high standard.

Action 1.6: This action has been fully implemented. However, several substantive programmatic modifications were made during the implementation period to strengthen the school's approach to social-emotional learning (SEL) and student behavioral support. These adjustments reflect the school's commitment to adopting the most effective, evidence-informed practices available to meet the evolving needs of its student and family community.

Program Modifications: Two notable changes were made. First, the school elected to pilot two alternative SEL curricula, Seven Mindsets and RULER, in place of the originally designated Second Step curriculum. Both programs were introduced at the beginning of the school year; however, Seven Mindsets demonstrated significantly greater effectiveness and student engagement. As a result, Seven Mindsets will be adopted for school-wide implementation beginning in the 2026-27 school year. During the Spring Semester 2026, the program was expanded to include grades 1 and 2, broadening its reach within the school.

Second, community circles, which serve as a restorative and relationship-building practice within the school, are now facilitated directly by the school counselor and/or members of the administrative team, ensuring consistency, intentionality, and appropriate adult support in their delivery.

Program Structure and Services

Watts Learning Center provides a multi-tiered framework of social-emotional and behavioral support services through the following components:

SEL Curriculum Implementation: Seven Mindsets was piloted in 3rd and 4th grade classrooms and has since been expanded to grades 1 and 2 during the Spring Semester, with plans for full school-wide implementation in the upcoming school year.

Individual and Group Counseling: The school counselor provides on-site counseling services to students on a referral and on a needs-based basis. During the Fall Semester alone, over 100 individual counseling sessions were provided to students. Additional off-site counseling services are coordinated through external partners, including Epiphany Counseling and Kaiser Permanente, extending the continuum of mental health support available to students and families.

Community Circles: Restorative community circles are facilitated regularly by the school counselor and administrative staff to support relationship-building, conflict resolution, and a positive school climate.

Home Visits for Chronic Absenteeism: In response to chronic absenteeism concerns, the Principal, school counselor, and attendance clerk conducted four to five home visits for students with persistently high absence rates. These efforts, while demonstrating the school's proactive commitment to family engagement, have met with limited success due to family unresponsiveness and inaccurate contact information on file. The school continues to explore alternative outreach strategies to more effectively engage families of chronically absent students.

Challenges: The most significant challenge encountered in the implementation of this action has been the depth and breadth of student and family need within the school community. While the school has been able to provide meaningful support to a substantial number of students and families, the volume and complexity of identified needs has made it difficult to ensure that all students and families receive the full scope of services required. School staff have recognized that the demand for comprehensive family support services substantially exceeds current capacity, and that a more expansive continuum of community-based resources and wraparound services is needed to adequately address the social, emotional, and material needs of the families served by Watts Learning Center.

Successes: Implementation of this action has yielded several meaningful outcomes across attendance, counseling services, and SEL programming:

Attendance data reflects a positive trend, with improved Average Daily Attendance (ADA) and a documented decrease in chronic absenteeism rates over the past three consecutive years. Suspension rates have also declined, reflecting the positive impact of restorative and preventative behavioral supports.

Over 100 counseling sessions were provided to students during the Fall Semester, demonstrating both the school's capacity to deliver meaningful mental health support and the significant level of student need present within the community. The number of students receiving referral-based counseling through external partners has expanded, further broadening the school's continuum of behavioral and mental health services.

The pilot implementation of Seven Mindsets in 3rd and 4th grade classrooms has been well-received, with plans for school-wide expansion affirming its effectiveness as a culturally responsive and developmentally appropriate SEL framework for the school's student population.

Action 1.7: Watts Learning Center's special education program has been fully implemented as planned, with no substantive changes to the program design or service delivery model. The school continues to serve a high proportion of students with disabilities and remains committed to delivering inclusive, data-informed supports that address students' academic, behavioral, and developmental needs. Family partnership continues to be a consistent strength, as reflected in high levels of parent and guardian participation in Individualized Education Program (IEP) meetings. This collaboration has supported shared goal setting, clear communication, and alignment between school-based interventions and home supports.

Challenges: Two primary challenges have emerged during implementation. First, the scheduling of special education services remains complex due to limited space and the need to coordinate service minutes across multiple settings while minimizing disruptions to core instruction. Second, there is a clear need to

expand service capacity by establishing an additional lower-grade Special Day Class (SDC) option to better meet student needs and provide an appropriate continuum of placements and supports.

Successes: Implementation has yielded multiple successes. The program has maintained a high level of compliance with mandated IEP timelines and service requirements. Watts Learning Center has employed three behavior interventionists to strengthen behavioral supports and increase students' access to instruction. The school has also utilized a transition room to provide Tier 2 intervention services, which has supported improved student regulation and timely access to targeted assistance. As a result, the school has observed reduced referrals for designated students and increased time in class for students receiving behavioral and Tier 2 supports. In addition, the full implementation of the CHAMPS positive behavior framework has strengthened the consistency of classroom expectations and reinforced positive student behavior.

During the first half of the school year, Tier 2 speech services were implemented to provide targeted language-development support for students requiring additional services beyond core instruction. These services, combined with specialized instruction and intervention, have contributed to measurable academic growth for students with disabilities, as reflected in mid-year i-Ready data. Reading outcomes indicate increased performance at grade level and a 15 percentage-point decrease in the proportion of students performing two or more grade levels below. Mathematics outcomes reflect stronger gains, including a 24 percentage-point increase in students performing at grade level and a 22 percentage-point decrease in students performing two or more grade levels below, resulting in zero students remaining in that category at mid-year.

Action 1.8: This action has been fully implemented, with no significant changes to the established action plan. Watts Learning Center has adopted a school-wide approach to student behavioral support that prioritizes proactive intervention, counseling-based responses to student conduct, and the consistent reinforcement of positive behavioral expectations across all campus settings.

Program Structure and Leadership: The school's PBIS initiative is guided by a dedicated PBIS Team comprising the Principal, Assistant Principal, and School Counselor. A foundational element of the program's philosophy is the prioritization of counseling and restorative support as the primary response to student behavioral concerns, in place of traditional disciplinary measures. This approach aligns with the school's broader commitment to social-emotional development and the provision of equitable, student-centered support services.

Program Components and Activities

School-Wide CHAMPS Implementation: The CHAMPS PBIS framework has been implemented with full campus participation, establishing consistent behavioral expectations and a common language for student conduct across all classrooms and common areas. All staff members actively utilize CHAMPS structures and language to reinforce expectations in a proactive and consistent manner. The high level of staff engagement is evidenced by the submission of over 800 CHAMPS recognition cards during the Fall Semester alone, reflecting the broad institutional commitment to acknowledging and celebrating positive student behavior.

Weekly Grade-Level CHAMPS Lessons and Check-Ins: Structured check-ins are conducted to reinforce behavioral expectations, recognize positive conduct, and address emerging areas of need in a proactive and preventative manner. These recurring touchpoints ensure that CHAMPS principles remain an active and integrated component of the school's instructional and relational culture throughout the year.

Trimester and Classroom CHAMPS Celebrations: Trimester and classroom-level CHAMPS celebrations are held at regular intervals throughout the school year to acknowledge student progress, reinforce positive behavior trends, and sustain motivation and engagement with the program's expectations and incentive structures.

School-Wide CHAMPS Assemblies: School-wide CHAMPS assemblies are convened to strengthen campus culture, celebrate student achievement, and reinforce the shared behavioral values of the school community. A Fall CHAMPS Assembly was successfully held during the first semester of the current

school year. Winter and Spring assemblies are scheduled to continue building upon the program's momentum and sustaining a positive and celebratory school climate.

Kindness Week: The school hosted a dedicated Kindness Week initiative designed to promote empathy, respect, and positive peer interactions among students. This event further supported students' social-emotional development and reinforced alignment between the school's PBIS goals and its broader commitment to cultivating an inclusive and caring school community.

Challenges: No significant challenges were identified during the implementation of this action.

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

The following provides an explanation of the material differences between budgeted expenditures and estimated actual expenditures for the actions under Goal 1.

- **Action 2:** Estimated actual expenditures for this action were lower than the budgeted amount because the actual cost of assessments came in below what was originally budgeted.
- **Action 3:** Estimated actual expenditures for this action were higher than the budgeted amount because the school expanded its program offerings under the Expanded Learning Opportunities Program (ELOP) during the year, which increased the actual cost of implementing the action beyond the amount originally budgeted.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 1: This action was effective. The stability and consistency of the instructional staff contributed meaningfully to program coherence and measurable student achievement gains across all student populations. The following outcomes were documented through mid-year i-Ready assessment data.

School-Wide (Grades K–5): In Mathematics, the percentage of students performing at grade level increased by 18% from the beginning-of-year baseline to the mid-year assessment, while the proportion of students performing two or more grade levels below decreased from 35% to 18%. In English Language Arts, the percentage of students performing at grade level increased by 18%, with a corresponding 12% reduction in the proportion of students performing two or more grade levels below. Furthermore, 67% of students are on pace to meet their annual growth goals in reading, and 59% are on pace to meet their annual growth goals in mathematics.

Socioeconomically Disadvantaged (SED) Students: SED students demonstrated notable academic growth across both content areas. In reading, the percentage of SED students performing at grade level increased from 17% in the fall to 36% at mid-year, representing a 19-percentage-point gain. The proportion of SED students performing two or more grade levels below in reading declined from 37% to 25%, a 12-percentage-point reduction. In mathematics, the percentage of SED students performing at grade level rose from 10% in the fall to 26% at mid-year, a 16-percentage-point gain. The proportion performing two or more grade levels below decreased from 35% to 18%, reflecting a 17-percentage-point improvement.

English Learners (EL): English Learners also demonstrated significant academic progress during the same period. In reading, the percentage of EL students performing at grade level increased from 13% in the fall to 31% at mid-year, a gain of 18 percentage points, while the proportion performing two or more grade levels below declined from 46% to 32%, a 14-percentage-point reduction. In mathematics, the percentage of EL students performing at grade level increased from 14% in the fall to 33% at mid-year, a 19-percentage-point gain. The proportion performing two or more grade levels below decreased from 33% to 20%, reflecting a 14-percentage-point improvement.

Taken together, these outcomes reflect meaningful and equitable progress across all student subgroups and underscore the impact of a coherent, well-supported instructional program in advancing academic achievement for the school's most historically underserved populations.

Action 2: This action has proven effective in supporting the school's broader instructional and student achievement goals. The assessment data generated through both the beginning-of-year and mid-year i-Ready diagnostics has enabled Watts Learning Center to differentiate classroom instruction, provide targeted intervention and supplementary academic support, communicate student progress meaningfully to families, and guide data-informed instructional decision-making at both the classroom and school-wide levels. Collectively, these outcomes affirm the value of a structured, multi-measure assessment system in advancing equitable and responsive instruction for all students.

Action 1.3: This action has been effective. Implementation of this action has yielded meaningful academic gains for students across all student groups. Key successes include demonstrated academic growth as measured by mid-year i-Ready assessment data, a consistent decrease in the proportion of students performing two or more grade levels below grade level, a corresponding increase in the proportion of students performing at grade level, and growth in the number of students identified for advanced learner support.

School-Wide (Grades K–5): In Mathematics, the percentage of students performing at grade level increased by 18% from the beginning-of-year baseline to the mid-year assessment, while the proportion of students performing two or more grade levels below decreased from 35% to 18%. In English Language Arts, the percentage of students performing at grade level increased by 18%, with a corresponding 12% reduction in the proportion of students performing two or more grade levels below. Furthermore, 67% of students are on pace to meet their annual growth goals in reading, and 59% are on pace to meet their annual growth goals in mathematics.

Socioeconomically Disadvantaged (SED) Students: SED students demonstrated notable academic growth across both content areas. In reading, the percentage of SED students performing at grade level increased from 17% in the fall to 36% at mid-year, representing a 19-percentage-point gain, while the proportion performing two or more grade levels below declined from 37% to 25%, a 12-percentage-point reduction. In mathematics, the percentage of SED students performing at grade level rose from 10% in the fall to 26% at mid-year, a 16-percentage-point gain, and the proportion performing two or more grade levels below decreased from 35% to 18%, reflecting a 17-percentage-point improvement.

English Learners (EL): English Learners demonstrated significant academic progress during the same period. In reading, the percentage of EL students performing at grade level increased from 13% in the fall to 31% at mid-year, a gain of 18%, while the proportion performing two or more grade levels below declined from 46% to 32%, a 14% reduction. In mathematics, the percentage of EL students performing at grade level increased from 14% in the fall to 33% at mid-year, a 19% gain, and the proportion performing two or more grade levels below decreased from 33% to 20%, a 14-percentage-point improvement.

The coordinated deployment of instructional aides, credentialed teachers, and contracted SMART Tutors, combined with the strategic shift to before-school tutoring has proven highly effective in delivering tiered intervention support before, during, and after the instructional day. The individualized and small-group tutoring models have been particularly impactful in addressing persistent achievement gaps and providing students with tailored academic support aligned to their specific learning needs. Taken together, the outcomes documented across all student subgroups reflect meaningful and equitable academic progress and affirm the effectiveness of a multi-tiered, flexible intervention structure in advancing achievement for the school's most historically underserved student populations.

Action 1.4: This action has effectively supported the school's broader educational goals by ensuring that Watts Learning Center provides a genuinely multi-dimensional educational experience. By integrating academic instruction with arts programming, physical wellness, and targeted SEL support, the school fosters the holistic development of students' academic competencies, social-emotional skills, and interpersonal capacities. The continued expansion and

sustained participation in these programs affirm their value as essential components of a comprehensive, equity-centered educational model.

Action 1.5: This action has been highly effective in cultivating an increased sense of safety and well-being among all campus stakeholders. The impact of these collective efforts is reflected in the school's mid-year Panorama Survey results, in which more than 90% of families reported that they perceive Watts Learning Center as a safe campus. This outcome affirms that the school's multi-faceted approach to campus safety, community partnership, and environmental stewardship has meaningfully strengthened trust and confidence in the school among the families it serves.

Action 1.6: This action has been effective in advancing Watts Learning Center toward its broader student well-being and academic achievement goals. Specifically, it has contributed to increased student attendance, a reduction in suspension rates, an expansion of counseling and mental health services available to students, and the meaningful integration of SEL programming into the school's instructional framework. The growing collaboration with external mental health partners and community organizations has further strengthened the school's capacity to provide holistic, wraparound support for students and families. Continued investment in family engagement strategies and expanded community services will be essential to sustaining and deepening the impact of this action in future years.

Action 1.7: This action has been effective in advancing Watts Learning Center's goals by supporting compliance with IEP requirements and strengthening the delivery of specialized instruction and related services. The combination of targeted interventions, behavioral supports, and sustained family engagement has contributed to improved academic outcomes for students with disabilities. The school will continue monitoring student progress and adjusting supports as needed to sustain and build on these gains through the remainder of the year.

Action 1.8: This action has been effective in supporting Watts Learning Center's progress toward LCAP Goal 1. The school's CHAMPS PBIS program provides a structured framework for delivering student behavioral support and incentives across all three tiers of the Multi-Tiered System of Supports (MTSS), ensuring that students receive appropriately calibrated interventions regardless of their level of need. Consistent with the program's goals, suspension rates have continued to decline, providing measurable evidence that the school's investment in proactive, restorative, and counseling-centered behavioral supports is producing meaningful and sustained improvements in school climate and student conduct.

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

Watts Learning Center Charter Elementary School developed a one-year LCAP based on feedback from its educational partners, findings from the comprehensive needs assessment, a review and analysis of local/internal data, 2025 California School Dashboard data, and state data, including surveys. Reflection on prior practice through these inputs resulted in the following changes to Goal 1.

Broader, More Descriptive Goal Language: The LCAP goals for 2026-27, including Goal 1, have been revised to broad goals that more fully describe the work the school is engaged in through a Multi-Tiered System of Support and, most recently, the implementation of the four pillars of the California Community Schools Framework. The previous goal language was more narrowly scoped and did not capture the integrated, whole-child nature of the school's improvement work; the revised Goal 1 language explicitly names MTSS, integrated support services, and extended learning time and opportunities, so that the goal accurately reflects how the school operates and what it intends to accomplish.

Revised, More Descriptive Actions: The actions under Goal 1 have been revised to provide a more descriptive approach to how the school is engaged in both MTSS and the four pillars, including its commitment to close achievement gaps and to address the academic, social, emotional, behavioral, and mental health

needs of students through multiple funding sources at the federal, local, and state levels. Actions were also modified to ensure the school's LCAP addresses each of the eight state priorities as required.

New Science Academic Indicator and Updated Metrics: With the release of the 2025 California School Dashboard, the California State Board of Education added the Science Academic Indicator and assigned it a performance level for the first time. As a result, the California Science Test will now be reported on the 2026-27 LCAP using the Science Points (SP) measurement. This change allows for both alignment and a clear understanding and transparency for our educational partners.

Transparency on the Use of Title and LREBG Funds: Reflection on prior practice and on the comprehensive needs assessment also resulted in the LCAP identifying the use of Title funding and Learning Recovery Emergency Block Grant (LREBG) funding more explicitly than in prior years. Watts Learning Center Charter Elementary School's LCAP serves as the school's SPSA, therefore reporting how and where title funds are used further creates greater transparency and accountability.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Assessments of Learning and Student Progress Monitoring"	Watts Learning Center Charter Elementary School will implement a comprehensive system of assessments of learning designed to monitor student progress, inform instruction, and identify students in need of academic intervention or additional support. Administered to all students, this coordinated set of assessments measures academic performance, surfaces learning gaps, and accelerates learning, forming the data backbone of the school's Multi-Tiered System of Support. **Assessment Suite** All students are administered a coordinated set of assessments that are used to inform instruction and identify students for academic support. i-Ready Diagnostic assessments in Reading and Mathematics are administered to students in grades K through 5 three times per year. ESGI is used with transitional kindergarten and kindergarten students to assess entry-level skills and kindergarten readiness. The UCSF Multitudes Reading Difficulty Screener is administered in grades K through 2 to identify students at risk for reading difficulties. Achieve3000 is used in grades 4 and 5 for literacy growth monitoring and practice. ELPAC Interim Assessments are administered to English learners to monitor English language acquisition and academic language development. ELA and Mathematics Interim Assessment Blocks are administered in grades 3 through 5 to provide standards-aligned	$20,248	N

Action #	Title	Description	Total Funds	Contributing
		formative data, and curricular unit assessments are used across all grades for ongoing curriculum-based progress checks. **i-Ready as a Verified Data Source** The State Board of Education has approved Curriculum Associates i-Ready Assessments as a verified data source. i-Ready connects diagnostic data with personalized instruction so that differentiated instruction is achievable for each student in every classroom. Its dashboards and reports give teachers actionable information about each student's strengths and areas of need, and its online lessons provide tailored instruction and practice designed to accelerate growth. **Data Analysis and Use** Interventionists collect, disaggregate, analyze, and present student achievement data to the leadership team and teachers to inform instruction. Classroom teachers and the leadership team use this disaggregated data to guide instructional planning and to identify students for targeted academic support, ensuring that decisions about intervention and acceleration are grounded in current evidence rather than assumption. **Assessment Administration During the Current Year** During the current school year, i-Ready Diagnostic assessments in both Reading and Mathematics were administered schoolwide, providing beginning-of-year and mid-year benchmark data for all eligible students. ELPAC Interim Assessments were administered to English learners to monitor language acquisition and academic language development. ELA and Mathematics Interim Assessment Blocks were administered in grades 3 through 5, providing standards-aligned formative data for instructional planning. ESGI was used for incoming transitional kindergarten and kindergarten students as an entry-level skills assessment, and the UCSF Multitudes Reading Difficulty Screener was adopted and successfully administered for students in grades K through 2 to identify those at risk for reading difficulties.		
2	Tiered Academic Intervention and Support Through MTSS,	Watts Learning Center Charter Elementary School will provide a tiered system of academic interventions and support within its Multi-Tiered System of Support (MTSS) to ensure that every student receives the level of instruction and assistance needed to make measurable academic growth. Students will be identified through assessment and observational data and matched to supports that range from high-quality core instruction for all students to intensive,	$1,361,667	Y

Action #	Title	Description	Total Funds	Contributing
		individualized intervention for students with the most significant needs, with corresponding enrichment for students performing at or above grade level. **Multi-Tiered Structure of Support** At Tier 1, all students will receive high-quality core instruction built on research-based practices, including the Science of Reading Word Study program, small-group instruction in transitional kindergarten through grade 2, and daily time for foundational and procedural math fluency supported by the continued vertical alignment of essential skills across grade levels. Universal screening through i-Ready Diagnostic assessments three times per year and the UCSF Multitudes Reading Difficulty Screener in grades K through 2 will identify students who need more than core instruction alone. At Tier 2, students who are approaching grade level will receive targeted supplemental support through before-school teacher-led tutoring, contracted individualized tutoring, and the after-school program, in addition to their core instruction. At Tier 3, students with the most significant achievement gaps will receive intensive, individualized intervention delivered across multiple time periods of the day, providing frequent, personalized instruction layered on top of Tier 1 and Tier 2 supports. **Tutoring and Intervention Program Structure** The school will deliver tiered tutoring and intervention through three primary service models. Before-School Teacher-Led Tutoring will provide intervention instruction directly from a credentialed Literacy Interventionist (Title I funded: $40,414; LREBG funded: $124,846) to a cohort of approximately 15 students before the start of the instructional day. The Literacy Interventionist will also provide reading and language support for English learners through tiered intervention, addressing identified language and literacy needs and reinforcing core instruction with targeted, small-group support. In addition, a Math Interventionist (Title I funded: $165,260) will provide tiered intervention during the instructional day, delivering targeted small-group and individualized math support to students identified through assessment and data review. SMART Tutors, a contracted individualized tutoring service, will deliver one-on-one or two-student tutoring before school, during the instructional day, and after school. Students will be selected based on i-Ready performance in the mid-level yellow band range, Social-Emotional Learning assessment results, and observational referrals from the school counselor, prioritizing students who		

Action #	Title	Description	Total Funds	Contributing
		experience both academic difficulty and social-emotional challenges, for whom the individualized format provides an additional layer of relational support. Building on the 44 students served through SMART Tutors in 2025-26, the school will continue and, as capacity allows, expand individualized tutoring in 2026-27. The ELOP/ASES After-School Program will continue to offer after-school tutoring and enrichment to all enrolled students through the Extended Learning Opportunities Program and the After School Education and Safety grant. Given that the program operated at full capacity with an active waitlist in 2025-26, the school will work to maximize available seats to meet strong family demand for extended learning. **Supplemental Literacy Resource: Achieve3000 Literacy (Grades 3-5)** To strengthen reading support for struggling readers in grades 3 through 5, the school will make Achieve3000 Literacy available to teachers as an optional supplemental, differentiated reading resource rather than a required component of core instruction, allowing individual educators to incorporate it based on the needs of identified students. Achieve3000 uses the LevelSet assessment, a Lexile-based universal screener developed in collaboration with MetaMetrics, to establish each student's reading comprehension level for nonfiction text and to monitor reading progress through periodic administrations and embedded formative measures. Teachers who elect to use the tool will be able to review real-time Lexile and usage reports to inform instruction and to help identify students who may benefit from additional intervention. **Advanced Learner Support** While the school does not operate a formal Gifted and Talented Education program, in 2026-27 it will continue to provide advanced academic support to students performing at or above grade level, identified using CAASPP results and i-Ready diagnostic data. The number of students identified for advanced learner support grew from an initial cohort of 35 to 52 during 2025-26, and the school will continue to identify and serve students at this level throughout 2026-27. **Expanded Learning Opportunities Program** WLCCES will provide students with tutoring services both before and after-school which produced has resulted in more consistent student attendance and engagement than the prior after-school model. The school will also continue to offer individualized tutoring across multiple time periods, before school, during the instructional day, and after school, giving it the flexibility to address each student's specific achievement gaps.		

Action #	Title	Description	Total Funds	Contributing
		Identification and Data Use Literacy & Math Interventionists will collect, disaggregate, analyze, and present student achievement data to the leadership team and teachers, who will use it to place students in the appropriate tier and service model and to adjust support as students' progress. Students will be identified for intervention using i-Ready assessment and summative assessments. Interventionists will collect, disaggregate, analyze, and present student achievement data to the leadership team and teachers, who will use it to place students in the appropriate tier and service model and to adjust support as students' progress. Placement will draw on multiple sources, including i-Ready diagnostic data, SEL assessment results, counselor referrals, and CAASPP results, so that it reflects both academic and social-emotional need.		
3	Social, Emotional, Behavioral, and Mental Health Supports Through MTSS	Watts Learning Center Charter Elementary School will provide a multi-tiered framework of social, emotional, behavioral, and mental health supports within its Multi-Tiered System of Support so that each student's non-academic needs are identified and met alongside academic instruction. The school is committed to adopting the most effective, evidence-informed practices available to meet the evolving needs of its students and families, and it adjusts its supports as it learns what works best for its community. **Multi-Tiered Structure of Support** At Tier 1, all students receive universal social-emotional learning through the school's SEL curriculum, the schoolwide CHAMPS positive behavior framework, and regular restorative community circles that build relationships and a positive school climate. At Tier 2, students who need additional support receive group counseling and targeted restorative practices focused on conflict resolution. At Tier 3, students with the most significant needs receive individual counseling and coordinated access to external mental health providers, along with intensive family outreach for students with persistent attendance concerns. **Program Structure and Services** **SEL Curriculum Implementation.** The school implements a universal SEL curriculum. After piloting the Seven Mindsets program in third and fourth grade classrooms, the school expanded it to grades 1 and 2 during the spring semester of 2026 and will move to full schoolwide implementation in 2026-27. The pilot was well received, and Seven Mindsets has proven to be a culturally responsive	$393,181.71	Y

Action #	Title	Description	Total Funds	Contributing
		and developmentally appropriate SEL framework for the school's student population. **Individual and Group Counseling.** The school counselor provides on-site individual and group counseling on a referral and needs basis. In the fall semester alone, the counselor provided more than 100 individual counseling sessions. The school also coordinates off-site counseling through external partners, including Epiphany Counseling and Kaiser Permanente, extending the continuum of mental health support available to students and families. **Community Circles.** Restorative community circles are facilitated regularly by the school counselor and administrative staff to support relationship-building, conflict resolution, and a positive school climate. **Home Visits for Chronic Absenteeism.** In response to chronic absenteeism, the principal, school counselor, and attendance clerk conducted four to five home visits for students with persistently high absence rates. These visits reflect the school's proactive commitment to family engagement, though their impact has been limited by family unresponsiveness and inaccurate contact information on file. The school continues to explore alternative outreach strategies to engage the families of chronically absent students more effectively. **Positive Behavioral Interventions and Supports (PBIS)** Watts Learning Center has adopted a schoolwide approach to student behavioral support that prioritizes proactive intervention, counseling-based responses to student conduct, and the consistent reinforcement of positive behavioral expectations across all campus settings. The school's PBIS initiative is guided by a dedicated PBIS Team composed of the Principal, Assistant Principal, and School Counselor. A foundational element of the program's philosophy is the prioritization of counseling and restorative support as the primary response to student behavioral concerns, in place of traditional disciplinary measures. This approach aligns with the school's broader commitment to social-emotional development and to equitable, student-centered support services. **Schoolwide CHAMPS Implementation.** The CHAMPS framework has been implemented with full campus participation, establishing consistent behavioral expectations and a common language for student conduct across all classrooms and common areas. All staff members actively use CHAMPS structures and language to reinforce expectations in a proactive and consistent manner. Staff engagement is high, evidenced by the submission of more than 800 CHAMPS		

Action #	Title	Description	Total Funds	Contributing
		recognition cards during the fall semester alone, reflecting a broad institutional commitment to acknowledging and celebrating positive student behavior. **Weekly Grade-Level CHAMPS Lessons and Check-Ins.** Structured check-ins reinforce behavioral expectations, recognize positive conduct, and address emerging areas of need in a proactive and preventative manner, keeping CHAMPS principles an active part of the school's instructional and relational culture throughout the year. **Trimester and Classroom CHAMPS Celebrations.** Trimester and classroom-level CHAMPS celebrations are held at regular intervals to acknowledge student progress, reinforce positive behavior trends, and sustain motivation and engagement with the program's expectations and incentives. **Schoolwide CHAMPS Assemblies.** Schoolwide CHAMPS assemblies strengthen campus culture, celebrate student achievement, and reinforce shared behavioral values. A Fall CHAMPS Assembly was held during the first semester, and Winter and Spring assemblies are scheduled to sustain the program's momentum and a positive, celebratory school climate. **Kindness Week.** The school hosted a dedicated Kindness Week to promote empathy, respect, and positive peer interactions among students, further supporting students' social-emotional development and reinforcing the alignment between the school's PBIS goals and its commitment to an inclusive and caring school community. **Planned Implementation for 2026-27** In 2026-27, the school will implement the Seven Mindsets social-emotional learning curriculum schoolwide across all grade levels, establishing a single, consistent SEL framework that the school has found to be culturally responsive, developmentally appropriate, and highly engaging for its students. Community circles will continue to be facilitated directly by the school counselor and members of the administrative team, ensuring consistency, intentionality, and appropriate adult support in their delivery. **Measuring Effectiveness** The school measures the effectiveness of these supports using a combination of quantitative and qualitative data, including the Panorama social-emotional climate survey, discipline referral and suspension data, CHAMPS recognition and behavior data, counseling participation, and attendance and chronic absenteeism		

Action #	Title	Description	Total Funds	Contributing
		data. These measures align with the LCAP metrics related to social-emotional learning, suspension, and chronic absenteeism.		
4	Access to a Broad Course of Study	Watts Learning Center Charter Elementary School ensures that all students have access to a broad course of study, consistent with LCFF State Priority 7 (Course Access) and the areas of study described for elementary grades in California Education Code section 51210, by delivering arts, physical education, and wellness enrichment through two models: universal in-school instruction available to every student during the instructional day, and opt-in after-school enrichment available through voluntary enrollment. **Universal In-School Programming (All Students)** All students will receive Music, Yoga, and Physical Education as part of the standard school day. These programs have been offered schoolwide for several years and serve as foundational components of the school's enrichment framework. Music programming has been intentionally expanded to increase both access and rigor. Music instruction now reaches all students in grades TK through 5, and the program has grown to include a Beginning Orchestra, an Advanced Orchestra, a general Choir, and an Advanced Choir. Choir instruction has also been extended to transitional kindergarten and kindergarten students, ensuring early access to vocal music education. **Targeted Enrichment Blocks (Grades 2-5, During the School Day)** In addition to universal programming, targeted enrichment blocks are offered to students in grades 2 through 5 during the school day. Art and the Doby Boys program are offered to designated student groups in grades 2 through 5 with the intentional goal of supporting social-emotional development, leadership skills, and positive identity formation. The Just Girls program is a particularly noteworthy initiative within this structure. Participants engage in focused workshops on topics such as puberty education, body awareness, and adolescent wellness, equipping students with the knowledge and tools to navigate this developmental period with greater confidence and reduced anxiety. This holistic, health-centered approach has contributed meaningfully to improved student well-being and a strengthened sense of belonging. **After-School Enrichment Programming (Voluntary Enrollment, Grades 3-5)** After-school enrichment is available to students in grades 3 through 5 on a voluntary sign-up basis. Current offerings include Art (offered during the spring semester through the end of the year), Drama Club (February through May),	$113,968.96	N

Action #	Title	Description	Total Funds	Contributing
		Dance Club, Violin, Choir, Doby Boys, and Just Girls. The school has consistently maintained full participation rosters across these offerings, reflecting strong student and family interest.		
5	Inclusive Special Education Program and Services	Watts Learning Center operates an inclusive special education program in which all students with disabilities are served within the general education program and receive services through push-in and pull-out support as specified in each student's Individualized Education Program (IEP). The school serves a high proportion of students with disabilities and remains committed to inclusive, data-informed supports that address students' academic, behavioral, and developmental needs. The special education program has been fully implemented as planned, with no substantive changes to its design or service delivery model. **Suspension Rate Performance** The school has made significant progress on school climate for this student group. On the 2024 California School Dashboard, WLCCES received a Red performance level on the Suspension Rate indicator for students with disabilities. On the 2025 Dashboard, the same student group received a Blue performance level, the highest level, reflecting a substantial improvement in keeping students with disabilities engaged in school rather than removed from it. **Behavioral Supports** To strengthen behavioral support and increase access to instruction, the school employs three behavior interventionists and uses a transition room to provide Tier 2 intervention services. These supports have improved student regulation and provided timely access to targeted assistance, resulting in reduced referrals for designated students and increased time in class for students receiving behavioral and Tier 2 supports. The full implementation of the CHAMPS positive behavior framework has further strengthened the consistency of classroom expectations and reinforced positive student behavior. **Academic Supports and Outcomes** Students with disabilities will receive specialized instruction and intervention, and during the first half of the year the school implemented Tier 2 speech services to provide targeted language-development support beyond core instruction. **Inclusive Access and Family Partnership**	$607,875.11	N

Action #	Title	Description	Total Funds	Contributing
		Students with disabilities and their families participate fully in all aspects of the Watts Learning Center program, including student enrichment programs, academic interventions, and parent and family workshops that help families understand and advocate for both their child's needs and their own. Family partnership is a consistent strength, reflected in high levels of parent and guardian participation in IEP meetings, which supports shared goal setting, clear communication, and alignment between school-based interventions and home supports. The school maintains a high level of compliance with mandated IEP timelines and service requirements. In addition to participating in Option 3 professional development and meetings, the school shares LAUSD special education parent training and meetings with its families and includes them in internal family meetings and councils. At least once the school holds a dedicated special education parent meeting so that families can connect with one another and with special education staff to discuss needs and concerns, ask questions, and engage in learning. The voice and input of parents of students with disabilities was captured alongside that of general education parents across multiple meetings and platforms, including Zoom chat and audio, and School Experience surveys, and this input informed the school's plan going forward. **Identified Need and Plan Going Forward** While students with disabilities are making progress under the current supports, the data show that they are not yet achieving growth at a rate comparable to their peers without disabilities. To close this gap, the school will provide more time for targeted small-group instruction and will deliver professional development earlier in the year so that staff can make fuller use of the information and accommodations contained in IEPs, and so that families are better equipped to support their children. Consistent with the school's overall approach, efforts to support engagement and motivation are not treated as unique to this student group; instead, the school responds to the demonstrated needs of students and families. **Measuring Effectiveness** The school measures progress for students with disabilities using IEP timeline and service compliance, the Suspension Rate indicator, discipline referral data, time in class, and i-Ready reading and mathematics growth, consistent with the metrics in the school's MTSS goal and its commitment to closing achievement and opportunity gaps across all student groups.		

Action #	Title	Description	Total Funds	Contributing
6	Multilingual Learner Support and Language Development	In 2026-27, Watts Learning Center will strengthen its support for multilingual learners through a coordinated set of instructional, intervention, professional development, and family engagement initiatives designed to advance English proficiency and academic achievement for English learners. The action builds on progress made in 2025-26 and concentrates resources on the areas of greatest need identified through assessment data. **Identified Need** On the 2023 and 2025 California School Dashboard, English learners received a Red performance level on the English Learner Progress Indicator. Analysis of ELPAC and i-Ready data has identified speaking and writing as the primary areas of need for English learners, consistent with the school's English Learner Progress Indicator needs assessment. The 2026-27 action concentrates instruction, intervention, and professional development on these two language domains while continuing comprehensive support across listening and reading. **Designated ELD Instruction** The school will continue to provide designated ELD instruction through its Word Study program, ensuring that English learners receive structured, standards-aligned language development within the school day. Because data analysis has identified speaking and writing as the primary areas of need, designated ELD instruction will be intentionally directed toward strengthening these domains. A structured, LCAP-aligned planning framework will provide a mechanism to identify student needs, monitor progress, and align services with the school's LCAP goals. **Individual and Small-Group Tutoring** Individual and small-group tutoring will be provided to English learners before and after school, offering targeted instructional support that directly addresses identified language development needs and increases access to instructional time that reinforces core language skills. English Learners will also be prioritized for tutoring services afterschool through the Expanded Learning Opportunities Program (ELOP), in addition to academic support provided by the Literacy and/or Math interventionist during the instructional day. (Costs are identified in Goal 1, Action 2) **Saturday School Intervention** The school will continue its Saturday School intervention (Costs are identified in Goal 1, Action 2) for English learners, with instructional focus informed by ELPAC	$0	N

Action #	Title	Description	Total Funds	Contributing
		Interim Assessment results. This program provides structured additional learning time to address identified language-domain deficiencies and support progress toward English proficiency benchmarks. **Professional Development for Teachers** Recognizing a continued need identified during 2025-26, the school will expand professional development focused specifically on designated ELD instructional practices. Under the guidance and coaching of the Assistant Principal (Cost identified in Goal 1, Action 3), training will strengthen lesson planning, instructional strategy development, and alignment to ELD standards, with particular attention to speaking and writing, so that designated ELD instruction becomes increasingly intentional, rigorous, and responsive to student assessment data. (Costs are identified in Goal 2, Action 2) **Reclassification Guidelines Review** The school will complete and implement its review of reclassification guidelines, incorporating greater teacher input to ensure a more equitable and comprehensive evaluation of student progress toward English proficiency. This reflects the school's commitment to accuracy, fairness, and instructional alignment in determining students' readiness for reclassification. **Family Engagement** The school will continue to hold dedicated meetings with the families of English learners to provide guidance on strategies for supporting their children's academic and language development at home, reinforcing meaningful partnerships between families and the school in support of English learner success.		

Goal

Goal #	Description	Type of Goal
2	Strengthen the quality and delivery of instruction, in alignment with the collaborative leadership and practices pillar of the California Community Schools Framework, by recruiting, developing, supporting, and retaining highly effective educators who engage in collaborative, data-informed planning and deliver rigorous, standards-aligned, and evidence-based instruction, differentiate to meet the diverse learning needs of all student groups, and cultivate engaging classrooms within a positive school climate, so that instructional excellence drives the closing of achievement gaps and measurable academic growth for every student.	Broad

State Priorities addressed by this goal.

Priority 1: Basic

Priority 2: Implementation of the State Standards

An explanation of why the LEA has developed this goal.

Watts Learning Center Charter Elementary School developed this goal because the quality and delivery of instruction is the single most direct lever the school controls for improving student achievement. The school's data show that gains follow strong, consistent instruction: its multi-year progress in reading reflects the deepening implementation of the Science of Reading through its Word Study program, and its instructional refinements in mathematics and English language development are aimed squarely at the areas where students need the most growth. By making instructional excellence an explicit goal, the school commits to the practices most likely to close gaps and produce measurable growth for every student.

Alignment to Collaborative Leadership and Shared Practice: The goal is aligned with the collaborative leadership and practices pillar of the California Community Schools Framework because the school's improvement has been driven by educators working together rather than in isolation. The school's vertical alignment teams, Professional Learning Communities, and shared planning structures have produced more coherent, data-informed instruction across grade levels, and its more horizontal leadership model has strengthened staff ownership and consistency. Naming collaborative, data-informed planning in the goal ensures these structures are sustained and continue to anchor instructional decisions.

Recruiting, Developing, and Retaining Effective Educators: The goal addresses the full arc of educator effectiveness, from recruitment through retention, because the school's stability and results depend on it. Long-tenured teachers are a defining strength of the school, and recent staffing disruptions demonstrated how directly continuity affects instruction and student stability. The school's investment in professional development, induction support for newer teachers, and staff wellness reflects a deliberate strategy to develop and keep highly effective educators, which is why the goal commits to recruiting, developing, supporting, and retaining them.

Differentiation and a Positive Climate for All Student Groups: Finally, the goal emphasizes differentiation and a positive school climate because the school's needs assessments show that gaps are concentrated in specific student groups, including English learners, students with disabilities, and African American students. Rigorous, standards-aligned instruction that is differentiated to meet diverse learning needs, delivered in engaging classrooms within a supportive climate, is the school's primary means of reaching those students. The goal therefore ties instructional excellence directly to its intended outcome: the closing of achievement gaps and measurable academic growth for every student.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
13	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: 83.3%	2022-23: 97.2%	2023-24: 87.9%	2024-25: 81.3%	-16.9%
14	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%	2024-25: 100%	2025-26: 100%	2026-27: 100%	0%
15	Implementation of the State Academic content & performance standards for all students & enable ELs access. Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard)	2023-24: ELA: 5 ELD: 5 Math: 5 Social Science: 4 Science: 4 CTE: N/A Health: 4 PE: 5 VAPA: 5 World Language: N/A	2024-25: ELA: 5 ELD: 5 Math: 5 Social Science: 2 Science: 5 CTE: N/A Health: 2 PE: 5 VAPA: 5 World Language: N/A	2025-26: ELA: 5 ELD: 5 Math: 5 Social Science: 5 Science: 5 CTE: N/A Health: 3 PE: 5 VAPA: 5 World Language: N/A	2026-27: ELA: 5 ELD: 5 Math: 5 Social Science: 5 Science: 5 CTE: N/A Health: 4 PE: 5 VAPA: 5 World Language: N/A	ELA: 0 ELD: 0 Math: 0 Social Science: +1 Science: +1 CTE: N/A Health: -1 PE: 0 VAPA: 0 World Language: N/A

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 1: This action has been fully implemented, with one minor modification: a reduction in the number of designated minimum days allocated for professional development. All planned components were carried out as described, with no elements delayed, omitted, or substantively modified during the course of the school year. The same student groups were served, the same categories of resources were utilized, and the overall scope of the action remained consistent with the original plan.

Program Components and Activities

English Learner Support Services: The professional development plan has maintained a clear and intentional focus on strengthening instructional supports for English Learner (EL) students. Targeted individual tutoring services were provided to EL students to address both language development and academic skill needs. EL intervention opportunities were further expanded through before-school tutoring sessions and Saturday school, providing students with additional structured learning time to reinforce skills and receive personalized, responsive instruction. These services were implemented as planned, with no significant deviations resulting from staffing, scheduling, or resource constraints.

Word Study Program: Science of Reading: The current school year represents the third year of implementation of the school's Word Study program, which is grounded in the Science of Reading. The program has progressed well beyond its initial adoption phase and is now characterized by consistent, high-quality instructional practice across all classrooms. Word Study routines are implemented two to three times per week school-wide, and teachers have demonstrated measurable growth in both instructional confidence and pedagogical creativity, developing new and varied approaches to skill delivery that extend the program's impact across content areas.

A significant development in this phase of implementation has been the intentional integration of writing into the Word Study framework. Informed by ongoing data analysis, classroom observations, and continued professional study of the Science of Reading, the school identified the critical relationship between foundational reading skills and writing development. As a result, the program has evolved to create structured opportunities for students to apply foundational literacy principles through authentic writing tasks. This instructional alignment has strengthened outcomes in both reading and writing. Evidence of this integration is observable throughout the school's instructional program and will be clearly visible during LAUSD oversight visits.

The Word Study program is specifically designed to ensure that all students develop a strong foundational literacy base, with focused attention on phonemic awareness, decoding, and reading fluency. Notably, the strategies introduced through Word Study instruction are now independently applied by students across the curriculum and throughout the school day, reflecting the depth of skill internalization achieved at this stage of implementation.

Small-Group Instruction in Grades TK-2: Small-group instruction has been fully implemented in all TK through 2nd grade classrooms, providing teachers with a structured format to effectively differentiate instruction, spiral previously taught skills, and individualize learning experiences in response to student need and formative assessment data. This instructional structure has strengthened targeted intervention capacity and contributed to accelerated skill development among early learners.

Real-Time Academic Support Through Tutors and Volunteers: Watts Learning Center has implemented a coordinated real-time academic support model utilizing a team of tutors and classroom volunteers. This model reduces teacher-to-student ratios during high-leverage instructional periods and ensures that students receive timely, responsive assistance at the point of need. This system reflects the school's broader commitment to equitable access to strong, research-based instruction for all students.

Science Instruction, Grades TK-5

Consistent science instruction has been fully implemented across all grade levels from TK through 5th grade, ensuring that all students have equitable access to hands-on, inquiry-based learning aligned to grade-level standards. This school-wide implementation supports coherence in science programming and reinforces the school's commitment to well-rounded academic preparation across all content areas.

Challenges: The primary challenge associated with professional development planning continues to be the process of identifying and prioritizing focus areas from among the many instructional objectives that require attention in any given school year. The school is consistently faced with a broad array of professional learning needs and narrowing the scope of professional development to a manageable and focused set of priorities remains a persistent and complex planning challenge. Ensuring that professional development is both targeted and actionable requires careful analysis of data, stakeholder input, and strategic decision-making on an annual basis.

Successes: Implementation of this action has produced several notable programmatic and student achievement outcomes.

Full Implementation of Core Instructional Practices: Watts Learning Center has achieved 100% implementation of Word Study instruction school-wide, 100% implementation of small-group instruction in all TK-2 classrooms, and 100% implementation of consistent science instruction across grades TK-5. These milestones reflect a strong institutional commitment to instructional coherence, fidelity of practice, and equitable access to rigorous, standards-aligned learning experiences for all students.

Staffing Consistency and Instructional Stability: The establishment of consistent teaching and instructional aide staffing has been a foundational success of this action. Staffing stability has strengthened instructional delivery, supported the sustained implementation of professional development strategies in classroom practice, and contributed to a more cohesive and predictable learning environment for students.

Student Academic Growth: Measurable improvements in student academic outcomes have been documented through mid-year i-Ready assessment data. Results reflect demonstrated growth in both reading and mathematics, suggesting that staff are effectively applying professionally developed instructional strategies to meet student needs. Steady growth in reading fluency has also been observed, with particular gains noted in student accuracy scores. Early indicators of progress among designated student subgroups, including EL students, suggest that targeted supports are contributing to meaningful movement toward closing achievement gaps.

Positive Stakeholder Feedback: Feedback from educational partners has been consistently positive. Teachers and staff have reported increased confidence in their instructional practice and greater alignment in their approaches to supporting student learning. Parents and community members have expressed appreciation for the visible consistency and progress in student achievement, further affirming the impact of the professional development plan's implementation.

Action 2: This action has been fully implemented, with no major deviations from the established action. Watts Learning Center has made measurable progress in strengthening its English Language Development (ELD) program during the first half of the school year through a coordinated set of instructional, intervention, and professional development initiatives designed to advance English proficiency and academic achievement for English Learner (EL) students.

Program Components and Activities

Individual and Small-Group Tutoring

Individual tutoring services have been provided to EL students before and after school, offering targeted instructional support that directly addresses identified language development needs. These tutoring opportunities have increased students' access to additional instructional time and reinforced core language skills in alignment with assessed areas of need.

Saturday School Intervention: A Saturday School intervention program was established for EL students, with instructional focus informed by mid-year ELPAC Interim Assessment results. This program provides structured, additional learning time to address identified language domain deficiencies and support students' progress toward English proficiency benchmarks.

Family Engagement: The school has conducted dedicated meetings with the families of EL students to provide guidance on strategies for supporting their children's academic and language development at home. These sessions reinforce the school's commitment to fostering meaningful partnerships between families and the school in support of EL student success.

Designated ELD Instruction: dELD instruction is provided through the school's Word Study Program, ensuring that EL students receive structured, standards-aligned language development support within the school day. Data analysis has identified speaking and writing as the primary areas of need for EL students, and instructional efforts have been intentionally directed toward strengthening these domains. The use of the Practice LCAP framework has further supported this process by providing a structured mechanism to identify student needs, monitor progress, and align services with LCAP goals.

Professional Development for Teachers: Teacher training in designated ELD instruction has been provided under the guidance and coaching of the Assistant Principal, with a focus on strengthening lesson planning, instructional strategy development, and alignment to ELD standards. As a result, designated ELD instruction has become more intentional, rigorous, and responsive to student assessment data. The school has identified a continued need for additional professional development focused specifically on designated ELD instructional practices, which will inform planning for the 2026-27 school year.

Reclassification Guidelines Review: Watts Learning Center is currently reexamining its reclassification guidelines to incorporate greater teacher input and ensure a more equitable and comprehensive evaluation of student progress toward English proficiency. This review reflects the school's commitment to accuracy, fairness, and instructional alignment in determining students' readiness for reclassification.

Challenges: The primary challenge identified in the implementation of this action has been the organization and delivery of individualized Tier 2 intervention supports for EL students. Specifically, designing and coordinating targeted interventions that are meaningfully differentiated by individual English language domain needs, as identified through ELPAC assessment data, has presented significant logistical and instructional complexity. Ensuring that each student receives support calibrated to their specific proficiency gaps across the four language domains requires a level of individualization that demands considerable planning, coordination, and resource allocation.

Action 3: This action was partially implemented. The partial designation reflects the school's ongoing work to identify and adopt a comprehensive, standards-aligned social studies curriculum. All other core curricular areas have been fully implemented, and the school is actively engaged in a social studies curriculum pilot to inform a final adoption decision. This remaining component represents the sole area in which full implementation has not yet been achieved.

Current Implementation Status by Curricular Area

English Language Arts: Fully implemented across all grade levels with consistent, standards-aligned instructional delivery.

Mathematics: Fully implemented across all grade levels, providing students with equitable access to rigorous, grade-level mathematical instruction.

Science: Fully implemented across all grade levels, ensuring that all students receive consistent, inquiry-based science instruction aligned to grade-level standards.

Social Studies: Partially implemented. The school is currently piloting a social studies curriculum to evaluate its alignment with state standards, instructional coherence, and suitability for the school's student population. A final curricular adoption is pending the outcome of this pilot process.

Challenges: The primary challenge to full implementation of this action has been the concurrent management of multiple curricular initiatives over the past two to three years. During this period, Watts Learning Center has introduced and implemented new curricula in English Language Arts, mathematics, science,

and social-emotional learning. The simultaneous rollout of these programs has required substantial instructional adjustment, professional learning investment, and organizational capacity-building on the part of school staff. These demands have understandably affected the pace at which the social studies curriculum could be identified, piloted, and fully adopted, as staff attention and professional development resources have necessarily been distributed across multiple implementation priorities.

Successes

Full Implementation of Core Curricula: Watts Learning Center has achieved full implementation of its core instructional curricula in mathematics, English Language Arts, and science across all grade levels. This accomplishment has strengthened instructional coherence school-wide and ensured that all students have consistent, equitable access to high-quality, standards-aligned learning experiences. The fidelity of implementation across these three content areas has contributed directly to the measurable student academic gains documented through mid-year i-Ready assessment data.

Growth of the Advanced Learner Support Program: The school's gifted and advanced learner support program has experienced meaningful growth, with expanded student identification and increased participation among students demonstrating advanced academic potential. Instructional opportunities for advanced learners have been strengthened to provide greater enrichment, higher-order critical thinking challenges, and increased academic rigor. This expansion reflects the school's commitment to meeting the full spectrum of student learning needs and ensuring that academically advanced students are appropriately challenged and supported within the school's instructional program.

Action 4: This action has been fully implemented as originally outlined, with no significant deviations from the established plan. Watts Learning Center Charter School has ensured that all enrolled students have access to a technology device for use with curricular and supplemental instructional materials and programs. The school's IT Specialist has maintained and updated all devices to ensure full compatibility with state-mandated assessment platforms and daily instructional technology requirements.

Program Components and Activities

Student Loaner Device Program

A student loaner device program has been successfully implemented to ensure that all students have equitable access to the hardware necessary for full participation in classroom instruction and the completion of both in-school and at-home assignments. This program directly addresses technology access barriers and supports consistent student engagement with digital instructional tools across all grade levels.

Success Saturday: Family Technology Support: The school conducted a dedicated Success Saturday event designed to build parent and guardian capacity in using the hardware and software platforms that are integral to daily classroom instruction. This event provided families with hands-on guidance and practical support for navigating the digital tools used throughout the school's instructional program. The session strengthened family confidence in supporting student learning at home and served as a meaningful vehicle for deepening the school-family partnership in support of student academic success.

Challenges: No significant challenges were identified during the implementation of this action.

Successes: The successful implementation of the student loaner device program and the delivery of the Success Saturday family technology support event represent the primary achievements of this action. Together, these initiatives have expanded equitable access to instructional technology, reduced participation barriers for students and families, and strengthened the school community's collective capacity to engage meaningfully with digital learning tools both during and beyond the instructional day.

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

There were no material differences between budgeted expenditures and estimated actual expenditures for the actions under Goal 2.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 1: The effectiveness of this action is evidenced through both quantitative and qualitative data sources. Quantitative indicators include student attendance rates and academic achievement results as reflected in mid-year i-Ready assessment data. These measures collectively provide insight into student engagement, access to instruction, and academic progress. Qualitative indicators include educator self-reports of increased instructional confidence and stakeholder feedback reflecting satisfaction with program consistency and student growth.

This action directly aligns with the metrics established in the LCAP by connecting professional development, attendance intervention, and academic support to outcomes related to chronic absenteeism reduction and student achievement gains. Improvements in both attendance and academic performance among key student subgroups suggest that the action is contributing meaningfully to forward progress and beginning to close persistent achievement gaps.

Should future data indicate that progress is insufficient or uneven, programmatic modifications will be considered for the 2026-27 school year. One planned adjustment includes enhanced monitoring of students with chronic absenteeism through the use of individualized attendance contracts and attendance support plans. These additional supports are intended to strengthen accountability, improve attendance consistency, and further enhance the overall effectiveness of this action in the coming school year.

Action 2: This action has been effective. Implementation of this action has yielded several notable successes in the areas of student achievement, instructional quality, and program development.

Individual tutoring services for designated EL students have expanded access to targeted language support and contributed to observable gains in student performance. Mid-year i-Ready assessment data reflect meaningful academic progress among EL students, indicating that targeted interventions and strengthened instructional practices are positively impacting literacy and mathematics outcomes. Student attendance rates have also increased during the first half of the school year compared to prior years, reflecting improved student engagement and access to instruction.

English Learners (Grades K-5): English Learners demonstrated significant academic progress between the beginning-of-year and mid-year assessment periods. In reading, the percentage of EL students performing at grade level increased from 13% in the fall to 31% at mid-year, representing an 18-percentage-point gain, while the proportion performing two or more grade levels below declined from 46% to 32%, a 14-percentage-point reduction. In mathematics, the percentage of EL students performing at grade level increased from 14% in the fall to 33% at mid-year, a 19-percentage-point gain, and the proportion performing two or more grade levels below decreased from 33% to 20%, reflecting a 14-percentage-point improvement.

These outcomes reflect meaningful and equitable progress and underscore the positive impact of a coherent, well-supported ELD program in advancing academic achievement for one of the school's most historically underserved student populations.

Effectiveness: This action has been effective in advancing Watts Learning Center's progress toward its EL program goals. The expansion of intervention services through individual tutoring and Saturday School, combined with increased professional development for teachers in designated ELD instruction, has produced measurable gains in student academic performance as evidenced by mid-year i-Ready data. Improved student attendance further supports the conclusion that programmatic investments in EL support are contributing to increased access to instruction and stronger academic outcomes. Continued attention to Tier 2 intervention differentiation, ongoing teacher professional development in designated ELD practices, and the refinement of reclassification

guidelines will remain priorities for the remainder of the current school year and in planning for 2026-27.

Action 3: The implemented components of this action have been effective in supporting student academic growth, as evidenced by gains documented in mid-year i-Ready assessment results across mathematics and English Language Arts. The full implementation of core curricula in these areas has provided the instructional consistency and coherence necessary to drive meaningful achievement gains for students across all grade levels and subgroups. Upon completion of the social studies curriculum pilot and subsequent adoption, full implementation of this action will further strengthen the school's comprehensive instructional program and ensure that all students have equitable access to rigorous, standards-aligned learning experiences across all core content areas.

Action 4: This action has been effective in advancing Watts Learning Center's commitment to equitable technology access as a foundational component of high-quality daily instruction. The student loaner program has ensured that no student is excluded from full instructional participation due to a lack of access to appropriate hardware. The Success Saturday initiative has further reinforced this commitment by equipping families with the knowledge and confidence needed to support their children's engagement with instructional technology at home. Collectively, these efforts have improved access, reduced barriers to participation, and promoted consistent and meaningful engagement with technology across the broader school community.

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

Watts Learning Center Charter Elementary School developed a one-year LCAP based on feedback from its educational partners, findings from the comprehensive needs assessment, a review and analysis of local/internal data, 2025 California School Dashboard data, and state data, including surveys. Reflection on prior practice through these inputs resulted in the following changes to Goal 2.

Broader, More Descriptive Goal Language: The LCAP goals for 2026-27, including Goal 1, have been revised to broad goals that more fully describe the work the school is engaged in through a Multi-Tiered System of Support and, most recently, the implementation of the four pillars of the California Community Schools Framework. The previous goal language was more narrowly scoped and did not capture the integrated, whole-child nature of the school's improvement work; the revised Goal 2 language explicitly names MTSS, CA Community Schools Framework and the strategies needed to support and retain highly effective educators to drive instructional excellence and ameliorate student academic outcomes.

Within Goal 2, the revised language also provides a clearer description of the professional development that the school's teachers and administrators will engage in, based on the comprehensive needs assessment and feedback from educational partners, to improve instruction schoolwide in literacy and mathematics, support language acquisition for English learners, and support the academic needs of students with disabilities through the school's special education program and its commitment to the Science of Reading.

Revised, More Descriptive Actions: The actions under Goal 2 have been revised to provide a more descriptive approach to how the school is engaged in both MTSS and the four pillars, including its commitment to close achievement gaps and to address the academic, social, emotional, behavioral, and mental health needs of students through multiple funding sources at the federal, local, and state levels. Actions were also modified to ensure the school's LCAP alignment to the eight state priorities as required, so that each action makes clear which priorities it advances and how categorical funding supports it.

Metrics Aligned to the Eight State Priorities: The Goal 2 metrics have been reviewed and aligned to the eight California state priorities as required for the LCAP, so that each metric measures progress toward the priorities the goal advances and supports clear, accountable reporting to educational partners.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Credentialed Educators for Every Classroom	Watts Learning Center Charter Elementary School will employ a principal and appropriately credentialed teachers for all courses, ensuring that every student is taught by a qualified educator. The school will provide 180 instructional days, a longer school day, and a longer school year, which exceeds the minimum number of instructional days required of charter schools under state law. This expanded instructional time provides students with greater opportunity to master grade-level standards and supports the school's commitment to accelerating achievement for all student groups. **Professional Development: Summer and Non-Instructional Days** All teachers will participate in 10 days of professional development during the summer, which align to schoolwide initiatives so that collective efforts are focused and purposeful. In addition, the school will provide five additional non-instructional days during the year for professional development, to review student and school data, refocus priorities, and revise goals as needed, providing valuable opportunities to reset staff focus and maintain instructional alignment throughout the year.	$1,914,721	Y
2	Professional Development and Instructional Leadership	The school will continue to fully implement 10 days of professional development at the beginning of the school year, which align staff around common goals and shared initiatives so that collective efforts are focused and purposeful. The school will continue to use five additional non-instructional days during the year to review student and school data, refocus priorities, and revise goals as needed, providing valuable opportunities to reset staff focus and maintain instructional alignment throughout the year. **Ongoing Professional Development and Induction** Teachers will continue to participate in ongoing professional development throughout the academic year through both minimum day professional development sessions and Weekly Planning Meetings. The school will continue to provide induction support to eligible teachers so that newer educators receive the guidance and mentoring they need to develop their practice and meet credentialing requirements. To support teacher effectiveness and credential	$22,650	N

Action #	Title	Description	Total Funds	Contributing
		clearance, the school will partially fund teacher induction expenses for eligible teachers completing their induction and clearing their credentials. **Professional Development Focus Areas** Professional development will continue to focus on the high-leverage areas that support the school's goals, including Positive Behavior Interventions and Supports (PBIS), Social-Emotional Learning (SEL), i-Ready assessments, effective lesson planning and pacing, bridging the achievement gap, data-driven instruction, small-group instruction, English Language Development (ELD) strategies and the ELD standards, both integrated and designated ELD instruction, and special education, including the implementation of IEPs and Section 504 plans. These focus areas equip teachers to deliver rigorous, standards-aligned instruction while meeting the academic, language, social-emotional, and behavioral needs of every student. **Priority Focus Areas for 2026-27** WLCCES will prioritize the following four areas. • For English learner instruction, drawing on the English Learner Progress Indicator needs assessment that identified speaking and writing as the primary areas of need, the school will focus on integrated and designated ELD instruction, alignment to the ELD standards, and evidence-based strategies for developing students' speaking and writing. • For mathematics, drawing on the Mathematics needs assessment, the school will designate staff to attend Mathematics Framework training and will build teachers' capacity to deliver foundational and procedural math fluency instruction, to use educational software for fluency practice, and to maintain the vertical alignment of essential fluency skills across grade levels. • For literacy, the school will continue professional development in the Science of Reading and its Word Study program, including the integration of writing with foundational reading instruction and effective small-group instruction. • For special education, drawing on the Students with Disabilities action, the school will provide professional development earlier in the year on using the information and accommodations contained in IEPs and Section 504 plans and on targeted small-group instruction, so that staff can accelerate growth for students with disabilities.		

Action #	Title	Description	Total Funds	Contributing
		Word Study Program: Science of Reading The current school year represents the third year of implementation of the school's Word Study program, which is grounded in the Science of Reading. The program has progressed well beyond its initial adoption phase and is now characterized by consistent, high-quality instructional practice across all classrooms. Word Study routines are implemented two to three times per week schoolwide, and teachers have demonstrated measurable growth in both instructional confidence and pedagogical creativity, developing new and varied approaches to skill delivery that extend the program's impact across content areas. A significant development in this phase of implementation has been the intentional integration of writing into the Word Study framework. Informed by ongoing data analysis, classroom observations, and continued professional study of the Science of Reading, the school identified the critical relationship between foundational reading skills and writing development, and professional development will continue to support teachers in strengthening this reading-writing connection.		
3	Standards-Aligned Curriculum for Every Student	Watts Learning Center Charter Elementary School will ensure that every student has access to standards-aligned core curriculum in English language arts, mathematics, science, social studies, and physical education across transitional kindergarten through grade 5. Instruction in each of these core subjects will be aligned to the applicable California state standards, including the California Common Core State Standards for English language arts and mathematics, the California Next Generation Science Standards for science, the California History-Social Science Standards, and the California physical education model content standards. This access ensures that all students, including all student groups, English learners, and students with disabilities, engage with rigorous, grade-level content in every core subject area. **Sufficient Instructional Materials** The school will provide each student, including English learners and students with disabilities, with sufficient access to standards-aligned instructional materials in each core subject. The school will maintain the instructional materials needed to deliver the core curriculum so that no student is without the materials required to access grade-level content, consistent with state requirements for instructional materials sufficiency. **Core Curriculum by Subject Area**	$113,974.39	N

Action #	Title	Description	Total Funds	Contributing
		The school will deliver core curriculum in each of the five subject areas as follows. In English language arts and mathematics, students will engage with standards-aligned core curriculum delivered through rigorous Tier 1 instruction and supported by the school's instructional frameworks and progress-monitoring systems. In science, students will engage with curriculum aligned to the California Next Generation Science Standards. In social studies, students will engage with curriculum aligned to the California History-Social Science Standards. In physical education, students will participate in standards-aligned instruction that meets the state instructional minute requirement of not less than 200 minutes each 10 schooldays for students in grades 1 through 6, consistent with California Education Code section 51210. The school has adopted Journey's Into Reading Program for K-5, that contains Social Studies and ELD standards. All teachers will participate in professional development on the newly adopted curriculum during Summer 2026, and throughout the academic school year. During the 2026-27 school year, we will research a Social Studies curriculum, that will be piloted in the 2027-28 school year, for adoption in the 2028-29 school year. **Monitoring Access to Core Curriculum** The school will monitor access to core curriculum by reviewing course schedules, instructional materials sufficiency, and student group enrollment and performance across the core subjects, ensuring that all students, including the student groups furthest from opportunity, have meaningful access to standards-aligned instruction. Where the review identifies gaps in access or materials, the school will address them through scheduling, materials procurement, or instructional support.		
4	Technology to Power Teaching and Learning	Watts Learning Center Charter Elementary School will ensure that all students have access to a technology device to access curricular and supplemental materials and programs. The school will continue to make devices available for all students in every classroom so that technology is consistently integrated into the instructional experience throughout the school day. This consistent access supports daily student engagement with technology-based instructional tools, including platforms such as i-Ready, Lexia, Nearpod, and Flocabulary, across all content areas and grade levels. **Student Loaner Device Program** A student loaner device program has been successfully implemented to ensure that all students have equitable access to the hardware necessary for full	$115,310	N

Action #	Title	Description	Total Funds	Contributing
		participation in classroom instruction and the completion of both in-school and at-home assignments. This program directly addresses technology access barriers and supports consistent student engagement with digital instructional tools across all grade levels. **Device Management and Maintenance** To promote the longevity and proper maintenance of the devices, each teacher will continue to maintain a classroom set. Students will check out a device during designated instructional blocks and return it to the classroom charging station after use, ensuring consistent access to technology throughout the instructional day while maintaining accountability for device use and care. Keeping devices within the classroom and returned to their chargers minimizes device damage, ensures that devices remain fully charged and ready for use, and reduces instructional interruptions related to device maintenance or availability. **Technology Support and Assessment Readiness** The school's IT Specialist will ensure that devices are updated and maintained for use with state-mandated assessments, including the Smarter Balanced Summative Assessments and the Summative English Language Proficiency Assessments for California, as well as the school's local diagnostic and interim assessments. This support ensures that students can complete required assessments without technology-related disruption and that the school's assessment system functions reliably throughout the year.		

Goal

Goal #	Description	Type of Goal
3	Continue to deepen authentic partnerships with families, community agencies, and local partners as a whole-child school improvement strategy aligned to the California Community Schools Framework and its four pillars, engaging parents and guardians as full partners in their child's education through family and community engagement, integrated support services, collaborative leadership and practices, and extended learning time and opportunities, so that aligned community resources advance the attendance, well-being, and academic outcomes of every student and help close gaps for all student groups.	Broad

State Priorities addressed by this goal.

Priority 1: Basic

Priority 3: Parental Involvement & Family Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Watts Learning Center Charter Elementary School developed this goal because its experience shows that authentic partnerships with families and the community are a direct driver of student outcomes, not a peripheral activity. The school's strongest recent gains in engagement and attendance followed deliberate outreach, including the Black Family Dialogue Sessions, the Black Family Advisory Council, and well-attended community events. By naming family and community partnership as a goal, the school commits to treating these relationships as a core whole-child improvement strategy rather than a set of isolated events.

Alignment to the California Community Schools Framework and Its Four Pillars: The goal is explicitly aligned to the California Community Schools Framework and its four pillars because the school's needs span academic, attendance, and well-being domains that no single program can address alone. The framework's pillars, family and community engagement, integrated support services, collaborative leadership and practices, and extended learning time and opportunities, provide a coherent structure for organizing the school's partnerships and supports. Building the goal around these pillars ensures that the school's efforts reinforce one another and remain anchored to a recognized, evidence-based model.

Responding to Identified Needs Across Student Groups: The goal responds directly to needs identified through the school's data and needs assessments. Chronic absenteeism, while improved overall, remained highest among African American students, and the school identified family engagement and belonging as the primary levers for improvement. Persistent achievement gaps for English learners, students with disabilities, and African American students further showed that closing gaps requires coordinated supports that reach beyond the classroom and into the home and community. The goal therefore commits the school to aligning community resources, so they advance the attendance, well-being, and academic outcomes of every student.

Connection to the School's Mission and Vision: Finally, the goal embodies the school's mission and vision of a child-centered school with strong ties to families and the community in which all stakeholders have clearly defined roles. By engaging parents and guardians as full partners in their child's education and connecting students to aligned community resources, the school operationalizes that vision and works to close gaps for all student groups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
16	Facility Inspection Tool (FIT) Report Score Source: SARC	2023-24: Exemplary	2024-25: Exemplary	2025-26: Exemplary	2026-27: Exemplary	No Difference
17	Parent input in decision-making for UP & SWD. (Questions 9-12) Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool.	2023-24: 9. 4 10. 5 11. 5 12. 3	2024-25: 9. 4 10. 4 11. 4 12. 4	2025-26: 9. 5 10. 5 11. 5 12. 5	2026-27: 9. 5 10. 5 11. 5 12. 5	9. +1 10. 0 11. 0 12. +2
18	Parent participation in programs for UP & SWD. (Questions 1-4) Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability	2023-24: 1. 4 2. 5 3. 4 4. 5	2024-25: 1. 4 2. 5 3. 4 4. 4	2025-26: 1. 5 2. 5 3. 4 4. 5	2026-27: 1. 5 2. 5 3. 5 4. 5	1. +1 2. 0 3. 0 4. 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Score - CDE Priority 3 Self-reflection tool					
19	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: Panorama	2023-24: 56% Sense of Safety 89% School Connectedness	2024-25: 53% Sense of Safety 70% School Connectedness	2025-26: 53% Sense of Safety 56% School Connectedness	2026-27: 58% Sense of Safety 61% School Connectedness	-3% Sense of Safety -33% School Connectedness
20	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: Panorama	2023-24: 84% Sense of Safety 82% School	2024-25: 83% Sense of Safety 79% School Connectedness	2025-26: 89% Sense of Safety 79% School Connectedness	2026-27: 90% Sense of Safety 85% School Connectedness	+5% Sense of Safety -3% School Connectedness
21	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: Panorama	2023-24: 89% Sense of Safety 69% School	2024-25: 68% Sense of Safety 80% School Connectedness	2025-26: 91% Sense of Safety 91% School Connectedness	2026-27: >90% Sense of Safety >90% School Connectedness	+2% Sense of Safety +22% School Connectedness

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 3.1: This action has been fully implemented as originally outlined, with no substantive changes to this action. School leadership at Watts Learning Center has intentionally developed and sustained systems and practices designed to promote a positive, collaborative, and supportive school culture. These efforts have been instrumental in the school's continued capacity to perform at high levels on state-wide assessments and to maintain a cohesive, engaged school community.

Strategies and Practices to Build and Sustain Positive School Culture

The school has implemented a multi-faceted approach to school culture development that encompasses behavioral systems, safety structures, stakeholder engagement, and staff and student wellness. These strategies function collectively to reinforce a shared sense of purpose, mutual respect, and high expectations across all members of the school community.

CHAMPS PBIS Framework: The CHAMPS Positive Behavioral Interventions and Supports (PBIS) program has been fully implemented as a school-wide framework to promote consistent behavioral expectations, student engagement, and a positive school climate. Through sustained implementation, staff and students share a common language and a unified approach to maintaining safe, respectful, and productive learning environments across all campus settings. The broad adoption of CHAMPS structures has strengthened behavioral consistency and contributed to a more cohesive and supportive campus culture.

School Safety Meetings and Stakeholder Engagement: The school conducted a formal school safety meeting to engage staff, families, and community stakeholders in collaborative discussions regarding safety procedures, campus expectations, and ongoing improvement efforts. This forum provided a structured opportunity for transparent communication and reinforced the school's commitment to maintaining a safe and inclusive learning environment through shared accountability and community partnership.

School Climate Survey Results: Results from the school's mid-year climate survey reflect increased positive responses across multiple indicators. Stakeholders reported high levels of perceived safety, minimal barriers to meaningful engagement, and a broadly positive perception of the overall school climate. Respondents additionally expressed strong enthusiasm for student learning, confidence in school leadership, and trust in the school's direction and decision-making. These findings provide compelling evidence of the effectiveness of the school's ongoing climate and safety initiatives and reflect continued progress toward fostering a safe, inclusive, and engaging school community for all stakeholders.

Challenges: Despite the overall success of this action, Watts Learning Center continues to navigate several meaningful and ongoing challenges that require sustained leadership attention.

Staff workload and change fatigue remain areas of concern as the school works to uphold high instructional and operational expectations while simultaneously responding to the diverse needs of its student population. Balancing instructional rigor with staff well-being requires continual reflection, adaptive leadership, and a sustained commitment to providing adequate support and recognition for staff contributions.

The school community has also been profoundly affected by the loss of several beloved staff members and community members over recent years. These losses have had a deep and lasting emotional impact on both staff and students. During periods of grief, staff members have been called upon to continue serving students with care and consistency while simultaneously supporting grieving children and families and managing their own personal loss. This cumulative emotional toll has required intentional, empathetic, and flexible leadership to ensure that staff feel genuinely supported while maintaining the stability and continuity that students depend upon. The strength of relationships, shared purpose, and the school's intentional focus on communication and community wellness have enabled the school to grieve collectively while continuing to move forward with resilience and unity.

An additional operational challenge has been the availability of sufficient physical space and scheduling capacity to accommodate the full breadth of enrichment opportunities available to students. As the school continues to expand its programming, the constraints of the physical facility and the complexity of coordinating multiple concurrent offerings represent ongoing logistical barriers that will require continued planning and creative problem-solving.

Successes: The implementation of this action has produced several significant successes across behavioral programming, safety, and school climate. The full school-wide implementation of the CHAMPS framework has established a consistent and effective structure for promoting positive student behavior and campus culture. The successful convening of a school safety meeting reinforced stakeholder trust and demonstrated the school's commitment to transparent, collaborative safety planning. Climate survey data reflecting increased positive stakeholder responses across multiple dimensions further affirm the meaningful progress achieved through this action.

High levels of student participation across all enrichment programs provide additional evidence of a positive and engaging school climate in which students feel motivated, included, and connected to the broader school community.

Action 3.2: Watts Learning Center has fully implemented its parent and family engagement program. The school has established and maintained a comprehensive set of parent advisory committees that include representation from parents of Unduplicated Pupils (UP) and Students with Disabilities (SWD), in alignment with applicable California Education Code requirements.

Parent Advisory Committees: The following committees have been convened and are actively operational during the current school year:

English Language Advisory Committee (ELAC/DELAC) and **English Learner Parent Advisory Committee (EL-PAC):** Established and maintained in accordance with California Education Code Section 52062(a)(2) to ensure that parents and guardians of English Learner students have a meaningful and structured voice in school planning and decision-making processes.

Parent Advisory Committee (PAC): Convened in accordance with California Education Code Section 52062(a)(1) to provide a formal mechanism for broad parent representation and input into the school's LCAP development and program planning.

Parent Council: An additional parent governance body that supports school-wide family engagement, communication, and community partnership efforts.

Each of these committees includes representation from parents of Unduplicated Pupils and Students with Disabilities, ensuring that the perspectives and priorities of the school's most historically underserved families are actively incorporated into school planning and governance processes.

Challenges: The primary challenge identified in the implementation of this action has been maintaining consistent and sustained participation from parents in formal leadership positions across the school's advisory and governance committees. Volunteer leadership roles require significant time, availability, and sustained commitment, which can present barriers for families managing competing personal, professional, and caregiving responsibilities. The school recognizes that addressing this challenge requires ongoing outreach, flexible scheduling, accessible communication, and targeted support to help parents feel equipped and empowered to take on and sustain leadership roles within the school community.

Successes: Mid-year stakeholder survey results reflect several significant positive outcomes related to parent and family engagement. Respondents reported a strong sense of school safety, minimal barriers to participation in school activities and governance, and effective and responsive communication between the school and families. Parents and guardians additionally indicated high levels of personal involvement in their students' learning and expressed confidence in their ability to support academic progress at home. These findings demonstrate meaningful progress in the school's efforts to strengthen parent input, family engagement, and community partnership as central components of its LCAP goals and overall school improvement strategy.

Action 3.3: Watts Learning Center has fully implemented its parent and family engagement program with no substantive differences. The school has maintained a consistent and structured schedule of family engagement activities, prioritized inclusive and culturally responsive outreach, and taken deliberate steps to deepen engagement among historically underrepresented family communities, with particular attention to African American families.

Program Components and Activities

Monthly Parent Engagement Events: The school has implemented a consistent monthly schedule of parent engagement activities, including Parent University sessions, Parent Leader meetings, and school social functions. These recurring events provide families with structured and accessible opportunities to connect with school personnel, build community, and actively participate in their children's educational experience.

Bilingual Support and Inclusive Access: Bilingual support has been provided at all school events to ensure that families of diverse linguistic backgrounds are able to fully and meaningfully participate in school activities and communication. This commitment to language accessibility reflects the school's broader priority of fostering inclusive and equitable engagement across the entire school community.

Black Family Advisory Council: In response to identified achievement gaps and a commitment to improving outcomes for African American students across all California School Dashboard indicators, Watts Learning Center launched a series of Black Family Dialogue Sessions. These sessions created a structured forum for African American families to share perspectives, provide input, and engage collaboratively with school leadership. This initiative culminated in the

formation of the Black Family Advisory Council, a formal body that will review both qualitative and quantitative school data and provide actionable recommendations to the school in the areas of academic achievement, school climate, and family engagement.

The school holds a foundational belief that authentic and sustained parent engagement is a critical lever for improving outcomes for African American students, and the establishment of this council represents a significant institutional commitment to translating that belief into meaningful structural change.

Black Family Dinner: A Black Family Dinner was hosted as a community-building and engagement event, attracting the participation of over 50 African American families. This event marked the highest recorded attendance of African American families at a parent leadership-focused gathering in several years, reflecting meaningful growth in family trust, community connection, and the effectiveness of the school's targeted outreach efforts.

Challenges: No significant challenges were identified that hindered the school's ability to implement the parent engagement program as planned during the current school year.

Successes: Implementation of this action has produced several notable successes in the areas of family engagement, community partnership, and culturally responsive outreach.

Survey and feedback data reflect consistently favorable responses from parents regarding the quality and accessibility of school communication, reliable access to school personnel, and the overall responsiveness of the school to family needs. The consistent provision of bilingual support at all events has ensured broad and equitable participation across the school's diverse family community.

The most significant success of this action period has been the marked increase in participation among African American parents and families in school events and leadership activities. Over 50 families attended the Black Family Dinner, representing the highest level of African American family engagement at a school leadership event in recent years. African American parents also demonstrated strong engagement and provided substantive and affirming feedback during the fall African American Dialogue Sessions, expressing appreciation for the opportunity to collaborate, share perspectives, and contribute to the school's efforts to support student success. This growth in family involvement reflects deepening trust, strengthened school-community relationships, and the effectiveness of the school's intentional and culturally responsive outreach strategies.

Alignment to LCAP Metrics: The initiatives implemented through this action are directly aligned to the metrics and goals identified in the LCAP. The Black Family Initiative is specifically designed to increase parent and family engagement, which in turn supports improved student attendance and academic outcomes as measured by attendance rates and i-Ready assessment performance.

Instructional practices implemented in connection with this action, including small-group instruction, foundational literacy development, writing instruction, and mathematics fluency development, align directly with academic achievement metrics such as i-Ready growth and proficiency targets. Intervention services, including individualized tutoring, pull-out and push-in instructional supports, small-group instruction, and social-emotional learning services, are similarly aligned to LCAP metrics related to attendance, academic achievement, and social-emotional learning indicators.

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

The following provides an explanation of the material differences between budgeted expenditures and estimated actual expenditures for the actions under Goal 3.

- **Action 1:** Estimated actual expenditures for this action were higher than the budgeted amount because the school provided additional field trips that were not included in the original budget.

- **Action 3:** Estimated actual expenditures for this action were lower than the budgeted amount because the cost of the parent workshops was less than budgeted, resulting in savings for the school. All planned parent workshops took place.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 3.1: Results from the mid-year Panorama Survey provide strong quantitative and qualitative evidence of this action's effectiveness. Survey findings indicate robust stakeholder confidence in the school, a high sense of safety among students and families, and broadly positive perceptions of school climate across all respondent groups. These outcomes, combined with high levels of student enrollment and participation in enrichment programming, collectively affirm that the school's intentional investment in culture-building, safety systems, and community well-being is producing meaningful and measurable results. The continued refinement of these practices will remain a priority as the school works to sustain and deepen the positive culture it has built for students, staff, and families alike.

Action 3.2: This action has been effective in cultivating meaningful and accessible parent engagement across the school community. Survey data indicate that parents reported high levels of engagement and ease of participation in school activities, governance structures, and communication processes. Parents also responded positively to the school's established procedures, behavioral expectations, and overall school climate. These outcomes affirm that the school's intentional investment in inclusive, structured, and accessible parent engagement programming is producing measurable results and contributing to a stronger, more collaborative school-family partnership in support of student success.

Action 3.3: This action has been effective in strengthening the school's parent and family engagement infrastructure and deepening community trust and partnership. Survey data confirm that parents report high levels of engagement, accessible communication, and confidence in school leadership. The successful launch of the Black Family Advisory Council and the record attendance at the Black Family Dinner represent particularly significant outcomes, demonstrating that intentional, culturally affirming outreach can produce meaningful and measurable improvements in family engagement among historically underrepresented communities. These efforts are expected to contribute to sustained improvements in attendance, academic achievement, and school climate for African American students and across the broader school community in the months and years ahead.

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

Watts Learning Center Charter Elementary School developed a one-year LCAP based on feedback from its educational partners, findings from the comprehensive needs assessment, a review and analysis of local/internal data, 2025 California School Dashboard data, and state data, including surveys. Reflection on prior practice through these inputs resulted in the following changes to Goal 3.

Broader, More Descriptive Goal Language: The LCAP goals for 2026-27, including Goal 3, have been revised to broad goals that more fully describe the work the school is engaged in through a Multi-Tiered System of Support and, most recently, the implementation of the four pillars of the California Community Schools Framework. The previous goal language was more narrowly scoped and did not capture the integrated, whole-child nature of the school’s improvement work; the revised Goal 3 language explicitly names MTSS, integrated support services, and extended learning time and opportunities, so that the goal accurately reflects how the school operates and what it intends to accomplish.

The school is committed to the four pillars of community schools, and in developing partnerships with local agencies and community-based organizations that support the school’s mission, address student needs, that will provide resources for the families we serve. This commitment is now visible in the revised Goal 3 language.

Revised, More Descriptive Actions: The actions under Goal 3 have been revised to provide a more descriptive approach to how the school engages its educational partners through advisory committees that give families opportunities for input and decision-making, and through parent workshops that engage parents in their child's education. The revised actions also articulate the school's developing partnerships with community agencies and local organizations, so that family and community engagement is reflected as a coordinated whole-child strategy rather than as a set of separate activities.

Metrics Aligned to the Eight State Priorities: The Goal 3 metrics have been revised to ensure alignment with the eight state priorities as required as required in statute for the LCAP.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Safe and Supportive Learning Environment and Student Engagement	Watts Learning Center Charter Elementary School will provide all students with a safe, supportive learning environment and with engaging learning experiences that deepen student motivation and connection to school. School leadership has intentionally developed and sustained systems and practices that promote a positive, collaborative, and supportive school culture, which have supported the school's continued strong performance and a cohesive, engaged school community. **Engaging Learning Experiences** The school will provide all students with opportunities to engage in a variety of learning experiences. Field trips will be offered to enhance learning and deepen student engagement and motivation. Schoolwide assemblies, including CHAMPS assemblies, Student of the Month, perfect attendance recognition, and Fun Friday, will celebrate student achievement and reinforce a positive climate. In addition, the school will provide a wide range of extracurricular opportunities, including dance, art, drama, violins, show choir, science camp, the STAR after-school program, and fall and spring sports camps. **Positive School Culture and CHAMPS PBIS** The school maintains a multi-faceted approach to school culture that encompasses behavioral systems, safety structures, stakeholder engagement, and staff and student wellness, reinforcing a shared sense of purpose, mutual respect, and high expectations across the school community. The CHAMPS Positive Behavioral Interventions and Supports (PBIS) framework is fully implemented schoolwide to promote consistent behavioral expectations, student engagement,	$281,676.13	N

Action #	Title	Description	Total Funds	Contributing
		and a positive climate. Through sustained implementation, staff and students share a common language and a unified approach to maintaining safe, respectful, and productive learning environments across all campus settings, strengthening behavioral consistency and a cohesive, supportive campus culture. **Campus Safety** The School Safety Plan will be reviewed and revised annually by the administrative team in collaboration with the Campus Safety Officer and the School Nurse. The school will employ campus aides and a campus safety officer to provide supervision and maintain school safety. The school also engages staff, families, and community members through formal school safety meetings, which provide a structured opportunity for transparent communication about safety procedures, campus expectations, and ongoing improvement, reinforcing the school's commitment to a safe and inclusive environment through shared accountability and community partnership. **Student Health** The school will ensure that students receive required health screenings, including vision and hearing screenings. **Climate and Engagement Monitoring** The school will administer the Panorama social-emotional and school climate survey to students, staff and teachers, and parents. The administrative team will analyze the results to address student and school engagement, school culture, and school connectedness and climate, using the findings to refine practices over time.		
2	Family Engagement in Decision-Making	At Watts Learning Center Charter Elementary School, parent input in decision-making is actively sought through a variety of committees that include parents representing Unduplicated Pupils (UP) and Students with Disabilities (SWD). • **English Learner Advisory Committee (ELAC)/DELAC:** Advises on programs and services for English Learners at the site level. • **EL-PAC:** Advises on school-level English Learner programs and policies and provides input on the LCAP Title funding and LCFF, in accordance with California Education Code 52062(a)(2), if applicable. • **Parent Advisory Committee (PAC):** Provides input on the Local Control and Accountability Plan (LCAP) and other key school decisions, per California Education Code 52062(a)(1).	$0	N

Action #	Title	Description	Total Funds	Contributing
		• **Black Family Advisory Council:** provide a structured forum for African American families to share perspectives, provide input, and engage collaboratively with school leadership. The Council will review both qualitative and quantitative school data and will provide actionable recommendations in the areas of academic achievement, school climate, and family engagement. **Language Accessibility** Translation of materials and interpreter services will be provided by bilingual administrators for all committee meetings and when requested by families. This ensures that language barriers do not prevent meaningful participation in school governance and decision-making. This comprehensive advisory structure will ensure that all parent voices, particularly those representing the school's most vulnerable student populations, have meaningful opportunities to influence school policies, programs, and resource allocation decisions.		
3	Parent and Family Engagement	Watts Learning Center Charter Elementary School will provide all parents, including the families of unduplicated pupils and students with disabilities, with numerous opportunities to engage as partners in their child's education. These opportunities will include schoolwide events, Coffee with the Director, parent workshops, Literacy Night, and Success Saturdays. **Consistent and Inclusive Engagement** The school will maintain a consistent and structured schedule of family engagement activities, will prioritize inclusive and culturally responsive outreach, and will continue to take deliberate steps to deepen engagement among historically underrepresented family communities, with particular attention to African American families. **Monthly Parent Engagement Events** The school will implement a consistent monthly schedule of parent engagement activities, including Parent University sessions, Parent Leader meetings, and school social functions. These recurring events will give families structured and accessible opportunities to connect with school personnel, build community, and actively participate in their children's educational experience. **Bilingual Support and Inclusive Access**	$124,180.21	N

Action #	Title	Description	Total Funds	Contributing
		Bilingual support will be provided at all school events so that families of diverse linguistic backgrounds can fully and meaningfully participate in school activities and communication. This commitment to language accessibility reflects the school's broader priority of fostering inclusive and equitable engagement across the entire school community. To ensure language accessibility at parent events, the school will provide interpretation during meetings, workshops, and schoolwide gatherings and will translate key communications, invitations, and materials into families' home languages, including Spanish. By making both spoken and written communication accessible, the school will ensure that families who are English learners or who prefer a language other than English can participate fully in their child's education, contribute their perspectives, and access the information they need to support learning at home. **Black Family Advisory Council** In response to identified achievement gaps and a commitment to improving outcomes for African American students across all California School Dashboard indicators, the school will continue the Black Family Advisory Council, which grew out of its Black Family Dialogue Sessions. The Dialogue Sessions will continue to provide a structured forum for African American families to share perspectives, provide input, and engage collaboratively with school leadership. The Council will review both qualitative and quantitative school data and will provide actionable recommendations in the areas of academic achievement, school climate, and family engagement. The school holds a foundational belief that authentic and sustained parent engagement is a critical lever for improving outcomes for African American students, and the continuation of this Council reflects a significant institutional commitment to translating that belief into meaningful structural change. **Black Family Dinner** The school will host a Black Family Dinner as a community-building and engagement event. Building on prior participation of more than 50 African American families, which marked the highest recorded attendance at a parent leadership-focused gathering in several years, the school will use this event to continue strengthening family trust, community connection, and the effectiveness of its targeted outreach.		

Action #	Title	Description	Total Funds	Contributing
4	Safe, Clean, and Well-Maintained Facilities	**Safe and Clean Learning Environment** WLCCES will continue to provide all students and staff with a safe, clean learning environment through regular maintenance, facility monitoring, and ongoing modernization. Maintaining facilities in good repair supports optimal learning conditions and reflects the school's commitment to the health, safety, and well-being of its students and staff. **Facility Inspection and Reporting** The school will continue to complete the Facility Inspection Tool (FIT) assessment annually to evaluate building systems, cleanliness, and structural integrity. Any identified issues will be prioritized and addressed promptly to ensure optimal learning conditions. FIT results and remediation progress will be documented and reported annually through the School Accountability Report Card (SARC), the Local Indicators Report, and the Local Control and Accountability Plan (LCAP). **Custodial and Maintenance Services** The school will continue to maintain high standards of cleanliness and safety through dedicated custodial staff and contracted maintenance services. Preventative maintenance practices and timely response to facility needs will remain a priority to minimize disruptions to the learning environment.	$568,629.12	N

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-27

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,589,079	$184,630

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
39.48%	0%	$0	39.48%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 2	The school's comprehensive needs assessment identified persistent and concentrated academic need among its unduplicated students. English learners received a Red performance level on the 2025 California School Dashboard English Learner Progress Indicator (25%), with ELPAC proficiency declining from 13.3% in 2023-24 to 7.7% in 2024-25 and reclassification rates declining from 15.9% to 7.8% over the same period; speaking and writing were identified as the priority ELPAC domains. Schoolwide Mathematics performance remained at the Orange level (-35.9 DFS) on the 2025 Dashboard, with socioeconomically disadvantaged students mirroring the schoolwide result at -35.9 DFS Orange. While chronic absenteeism improved overall to 19.0%	This action provides a tiered system of academic interventions, including before-school teacher-led tutoring delivered by a credentialed Literacy Interventionist (serving approximately 15 students daily), a Math Interventionist providing tiered intervention during the instructional day, SMART Tutors providing individualized one-on-one or two-student tutoring across multiple time periods, and the ELOP/ASES after-school program. This action improves services in quality by adding credentialed Literacy and Math Interventionists and by extending individualized tutoring across multiple time periods rather than a single after-school slot, and it increases services in quantity by serving 44 students through SMART Tutors with planned expansion as capacity allows, by	The metrics used to monitor effectiveness are: • #1: ELA CAASPP • #2: Math CAASPP

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Yellow, English learners (12.4%) and socioeconomically disadvantaged students (19.0%) remain the largest groups within the school's unduplicated population needing accelerated growth. WLCCES serves 100% socioeconomically disadvantaged students, 26% English learners, and 0.3% foster youth, and these unduplicated students are the primary drivers of the school's identified needs in literacy, mathematics, and language acquisition.	operating the after-school program at full capacity, and by maintaining a daily before-school intervention cohort. **Schoolwide Justification: Why Provided to All Students and How It Improves Outcomes for Unduplicated Students Relative to All Students** Although this action is delivered schoolwide, it is principally directed toward the school's unduplicated students and is designed to improve their outcomes relative to all students. The identification criteria for tiered intervention, namely i-Ready Diagnostic data, the UCSF Multitudes Reading Difficulty Screener, ELPAC results, summative assessment data, SEL screening results, and counselor referrals, prioritize students performing below or significantly below grade level, who at WLCCES are disproportionately English learners and socioeconomically disadvantaged students. The action therefore concentrates the most intensive supports, including the Literacy Interventionist's reading and language support for English learners through tiered intervention and the Math Interventionist's in-day support, on the unduplicated students whose needs the comprehensive needs assessment most clearly documented. A schoolwide design is appropriate because identifying which student is below grade level on any given day cannot be done from enrollment alone; the universal screening structure is the mechanism that places unduplicated students into the supports built for them. Because the underlying need is most concentrated among English learners and socioeconomically disadvantaged students, gains are expected to be largest for these student groups, narrowing the gap between unduplicated students and all students on ELPI, ELPAC, i-Ready, and CAASPP.	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 3	The school's comprehensive needs assessment identified social, emotional, behavioral, and mental health needs that are most concentrated among its unduplicated students. The 2025 California School Dashboard Chronic Absenteeism indicator improved schoolwide to 19.0% (Yellow) but remained higher among socioeconomically disadvantaged students, who mirror the schoolwide rate at 19.0% and represent the entirety of the school's enrollment. English learners showed strong improvement to 12.4% (Yellow) but continue to experience higher non-academic risk factors that the school's family engagement and counseling data have surfaced. Foster youth, while a very small student group at WLCCES (0.3%), are among the student groups most consistently identified in California research as needing access to school-based mental health support and relational stability. The school's local data, including the Panorama spring 2025-26 results showing peer respect at 44% favorable, disrespect rare at only 22% favorable, perceived rule-following at 21% favorable, and excitement about going to class at 42% favorable, indicate schoolwide climate and engagement needs that disproportionately affect students experiencing economic hardship, language acquisition demands, or family instability. These findings establish social-emotional, behavioral, and mental health support as a priority for the school's unduplicated students.	This action provides a tiered framework of SEL, behavioral, and mental health supports. At Tier 1, the school will move to full schoolwide implementation of Seven Mindsets in 2026-27, deepen the CHAMPS Positive Behavioral Interventions and Supports framework, hold weekly grade-level CHAMPS lessons and check-ins, schoolwide CHAMPS assemblies, and Kindness Week. At Tier 2, students receive group counseling and targeted restorative practices facilitated by the school counselor and members of the administrative team. At Tier 3, students with the most significant needs receive individual counseling on a referral and needs basis (more than 100 individual sessions in the fall semester alone), with coordinated off-site counseling through Epiphany Counseling and Kaiser Permanente, and intensive family outreach including home visits for students with persistent attendance concerns. This action improves services in quality by adopting a single, consistent, evidence-informed SEL curriculum schoolwide and by establishing consistent counselor and administrator facilitation of restorative practices, and it increases services in quantity by expanding Seven Mindsets to all grade levels, by sustaining the counselor's individual and group sessions, and by extending the continuum of mental health services through external partnerships. **Schoolwide Justification: Why Provided to All Students and How It Improves Outcomes for Unduplicated Students Relative to All Students** Although this action is delivered schoolwide, it is principally directed toward the school's unduplicated students and is designed to improve their outcomes relative to all students. The Panorama universal SEL screener, counselor referrals, attendance data, and behavior data are the identification mechanisms that route students into Tier 2 and Tier 3 supports, and these data place unduplicated students, including	The metrics used to monitor effectiveness are: • #7: Attendance Rate • #8: Chronic Absenteeism Rates • #9: Suspension Rate

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		socioeconomically disadvantaged students, English learners, and foster youth, into the most intensive supports because the underlying social-emotional, behavioral, and attendance risks the data surface are concentrated within those groups. A schoolwide design is appropriate for two specific reasons rather than because of high enrollment. First, the Tier 1 curriculum, restorative community circles, and CHAMPS framework create the consistent classroom environment that unduplicated students need in order to access Tier 2 and Tier 3 supports; without universal Tier 1 implementation, targeted supports do not have the climate conditions needed to take hold. Second, identifying which student needs Tier 2 or Tier 3 support on any given day cannot be done from enrollment alone; universal screening through Panorama is the mechanism that places unduplicated students into the supports built for them. Because the underlying need is most concentrated among the school's unduplicated students, gains in chronic absenteeism, suspension rate, and SEL climate are expected to be larger for these student groups, narrowing the gap between unduplicated students and all students on the relevant Dashboard indicators.	
Goal 2, Action 1	The school's comprehensive needs assessment identified persistent academic need among its unduplicated students, including the English Learner Progress Indicator at the Red performance level (25%) on the 2025 California School Dashboard, ELPAC proficiency at 7.7% in 2024-25, schoolwide Mathematics at the Orange performance level (-35.9 DFS), and the foundational literacy needs of socioeconomically disadvantaged students, who represent the entirety of WLCCES's enrollment. The instructional capacity to address these needs is a primary root cause identified through the school's needs assessments: the ELPI needs assessment located	Action 2 provides extended instructional time and a structured professional development cycle. The school will provide 180 instructional days, a longer school day, and a longer school year, which exceeds the minimum number of instructional days required of charter schools under state law. This expanded instructional time provides students with greater opportunity to master grade-level standards and supports the school's commitment to accelerating achievement for all student groups. All teachers will participate in 10 days of professional development during the summer, aligned to schoolwide initiatives so that collective efforts are focused and purposeful. In	The metrics used to monitor effectiveness are: • #1: ELA CAASPP • #2: Math CAASPP • #15: Implementation of the State Academic Content & Performance Standards

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	the root cause in Tier 1 instruction with writing and speaking as the priority ELPAC domains, and the Mathematics needs assessment located the root cause in Tier 1 fluency instruction and vertical alignment. Closing these gaps requires both additional time for students to master grade-level standards and additional, focused teacher development time so that core instruction strengthens at the same rate as intervention.	addition, the school will provide five non-instructional days during the year for professional development, data review, refocusing of priorities, and revision of goals as needed, providing structured opportunities to reset staff focus and maintain instructional alignment throughout the year. This action increases services in quantity by adding instructional days and instructional time above the state minimum and by adding 10 summer and 5 in-year professional development days that fund preparation and adjustment that would not otherwise occur, and it improves services in quality by tightly aligning the summer and in-year professional development to the school's needs-assessment priorities, including integrated and designated ELD with a writing and speaking emphasis, foundational and procedural math fluency and Mathematics Framework training, the Science of Reading and Word Study, and earlier training on IEPs and Section 504 plans. **Schoolwide Justification: Why Provided to All Students and How It Improves Outcomes for Unduplicated Students Relative to All Students** Although this action is delivered schoolwide, it is principally directed toward the school's unduplicated students and is designed to improve their outcomes relative to all students. A schoolwide design is appropriate for two specific reasons rather than because of high enrollment. First, the additional instructional time directly addresses the academic gaps the school's needs assessments documented for unduplicated students. English learners and socioeconomically disadvantaged students start from the largest distance to grade-level standards, so each additional instructional day and each additional instructional minute yields more growth for these students than for peers who are already at or above standard. The benefit of extended time is therefore	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		concentrated within the unduplicated population by the structure of the need. Second, the summer and in-year professional development cycle is targeted to instructional practices the school identified as the root causes of underperformance among unduplicated students, namely Tier 1 instruction in writing and speaking for English learners and Tier 1 fluency instruction in mathematics for students furthest from standard. Strengthening Tier 1 instruction reaches all students, but its largest effect is on the students for whom Tier 1 instruction was insufficient in the prior year, who at WLCCES are disproportionately English learners and socioeconomically disadvantaged students. Gains in ELPI, ELPAC, i-Ready, and CAASPP performance are therefore expected to be larger for these student groups, narrowing the gap between unduplicated students and all students.	

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
N/A	Not applicable	Not applicable	Not applicable

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not applicable

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Watts Learning Center Charter Elementary will use additional concentration grant add-on funding to fund additional Instructional Aides (Goal 1, Action 2)

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 5,299,129.00	$ 5,392,103.21

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	No	$ 1,824,920	$ 1,784,772
1	2	MEASURING STUDENT PROGRESS - ASSESSMENTS	Yes	$ 36,046	$ 26,536
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	$ 672,564	$ 672,564
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	No	$ 707,790	$ 818,685
1	4	BROAD COURSE OF STUDY	Yes	$ 70,000	$ 77,859
1	4	BROAD COURSE OF STUDY	No	$ 62,196	$ 62,197
1	5	MAINTAINING SAFE & CLEAN SCHOOL FACILITY	No	$ 540,637	$ 539,738
1	6	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	$ 359,929	$ 359,929
1	6	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	No	$ 2,778	$ 3,000
1	7	SERVICES TO SUPPORT STUDENTS WITH DISABILITIES (SWD)	No	$ 542,694	$ 536,071
1	8	POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS	No	$ -	$ -
2	1	PROFESSIONAL DEVELOPMENT	No	$ 45,812	$ 49,575
2	2	STRENGTHENING EL PROGRAM & SERVICES	Yes	$ 45,232	$ 45,233
2	3	CORE CURRICULAR PROGRAM NEEDS	Yes	$ 500	$ -
2	3	CORE CURRICULAR PROGRAM NEEDS	No	$ 11,500	$ 11,040
2	4	CLOSING THE DIGITAL DIVIDE	Yes	$ 64,644	$ 58,719
2	4	CLOSING THE DIGITAL DIVIDE	No	$ 6,779	$ 9,154
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	Yes	$ 166,389	$ 151,756
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	No	$ 10,092	$ 70,462
3	2	PARENT INPUT IN DECISION-MAKING	No	$ -	$ -
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	Yes	$ 128,627	$ 114,815

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,507,410	$ 1,543,931	$ 1,507,410	$ 36,521	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	MEASURING STUDENT PROGRESS - ASSESSMENTS	Yes	$ 36,046	$ 26,536.00	0.000%	0.000%
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	$ 672,564	$ 672,564.05	0.000%	0.000%
1	4	BROAD COURSE OF STUDY	Yes	$ 70,000	$ 77,859.00	0.000%	0.000%
1	6	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	$ 359,929	$ 359,929.06	0.000%	0.000%
2	2	STRENGTHENING EL PROGRAM & SERVICES	Yes	$ 45,232	$ 45,232.50	0.000%	0.000%
2	3	CORE CURRICULAR PROGRAM NEEDS	Yes	$ 500	$ -	0.000%	
2	4	CLOSING THE DIGITAL DIVIDE	Yes	$ 64,644	$ 58,718.75	0.000%	0.000%
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	Yes	$ 166,389	$ 151,755.64	0.000%	0.000%
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	Yes	$ 128,627	$ 114,815.00	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 3,844,311	$ 1,507,410	0.000%	39.211%	$ 1,507,410	0.000%	39.211%	$0.00 - No Carryover	0.00% - No Carryover

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-27	$ 4,025,508	$ 1,589,079	39.475%	0.000%	39.475%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 3,683,317	$ 1,660,630	$ -	$ 294,135	$ 5,638,081.83	$ 4,139,015	$ 1,499,067

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Assessments of Learning and Student Progress Monitoring"	All	No				2026-27	$ -	$ 20,248	$ 20,248	$ -	$ -	$ -	$ 20,248	0.000%
1	2	Tiered Academic Intervention and Support Through MTSS	All	Yes	Schoolwide	All	WLC ES	2026-27	$ 530,269	$ 8,341	$ 538,610	$ -	$ -	$ -	$ 538,610	0.000%
1	2	Tiered Academic Intervention and Support Through MTSS	All	No				2026-27	$ 380,710	$ 442,347	$ -	$ 617,383	$ -	$ 205,674	$ 823,057	0.000%
1	3	Social, Emotional, Behavioral, and Mental Health Supports Through MTSS	All	Yes	Schoolwide	All	WLC ES	2026-27	$ 367,202	$ 25,980	$ 393,182	$ -	$ -	$ -	$ 393,182	0.000%
1	4	Access to a Broad Course of Study	All	No				2026-27	$ -	$ 113,969	$ 63,913	$ 50,056	$ -	$ -	$ 113,969	0.000%
1	5	Inclusive Special Education Program and Services	All	No				2026-27	$ 552,769	$ 55,106	$ -	$ 519,414	$ -	$ 88,461	$ 607,875	0.000%
1	6	Multilingual Learner Support and Language Development	All	No				2026-27	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	1	Credentialed Educators for Every Classroom	All	Yes	Schoolwide	All	WLC ES	2026-27	$ 609,000	$ 48,287	$ 657,287	$ -	$ -	$ -	$ 657,287	0.000%
2	1	Credentialed Educators for Every Classroom	All	No				2026-27	$ 1,218,302	$ 39,132	$ 1,220,015	$ 37,419	$ -	$ -	$ 1,257,434	0.000%
2	2	Professional Development and Instructional Leadership	All	No				2026-27	$ 3,150	$ 19,500	$ 22,650	$ -	$ -	$ -	$ 22,650	0.000%
2	3	Standards-Aligned Curriculum for Every Student	All	No				2026-27	$ -	$ 113,974	$ 113,974	$ -	$ -	$ -	$ 113,974	0.000%
2	4	Technology to Power Teaching and Learning	All	No				2026-27	$ 96,410	$ 18,900	$ 110,310	$ 5,000	$ -	$ -	$ 115,310	0.000%
3	1	Safe and Supportive Learning Environment and Student Engagement	All	No				2026-27	$ 148,176	$ 133,500	$ 180,176	$ 101,500	$ -	$ -	$ 281,676	0.000%
3	2	Family Engagement in Decision-Making	All	No				2026-27	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	3	Parent and Family Engagement	All	No				2026-27	$ 99,998	$ 24,182	$ 124,180	$ -	$ -	$ -	$ 124,180	0.000%
3	4	Safe, Clean, and Well-Maintained Facilities	All	No				2026-27	$ 133,029	$ 435,600	$ 238,771	$ 329,858	$ -	$ -	$ 568,629	0.000%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 4,025,508	$ 1,589,079	39.475%	0.000%	39.475%	$ 1,589,079	0.000%	39.475%	Total:	$ 1,589,079
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 1,589,079

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	Tiered Academic Intervention and Support Through MTSS	Yes	Schoolwide	All	WLC ES	$ 538,610	0.000%
1	3	Social, Emotional, Behavioral, and Mental Health Supports Through MTSS	Yes	Schoolwide	All	WLC ES	$ 393,182	0.000%
2	1	Credentialed Educators for Every Classroom	Yes	Schoolwide	All	WLC ES	$ 657,287	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and

resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.

- The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and

determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).