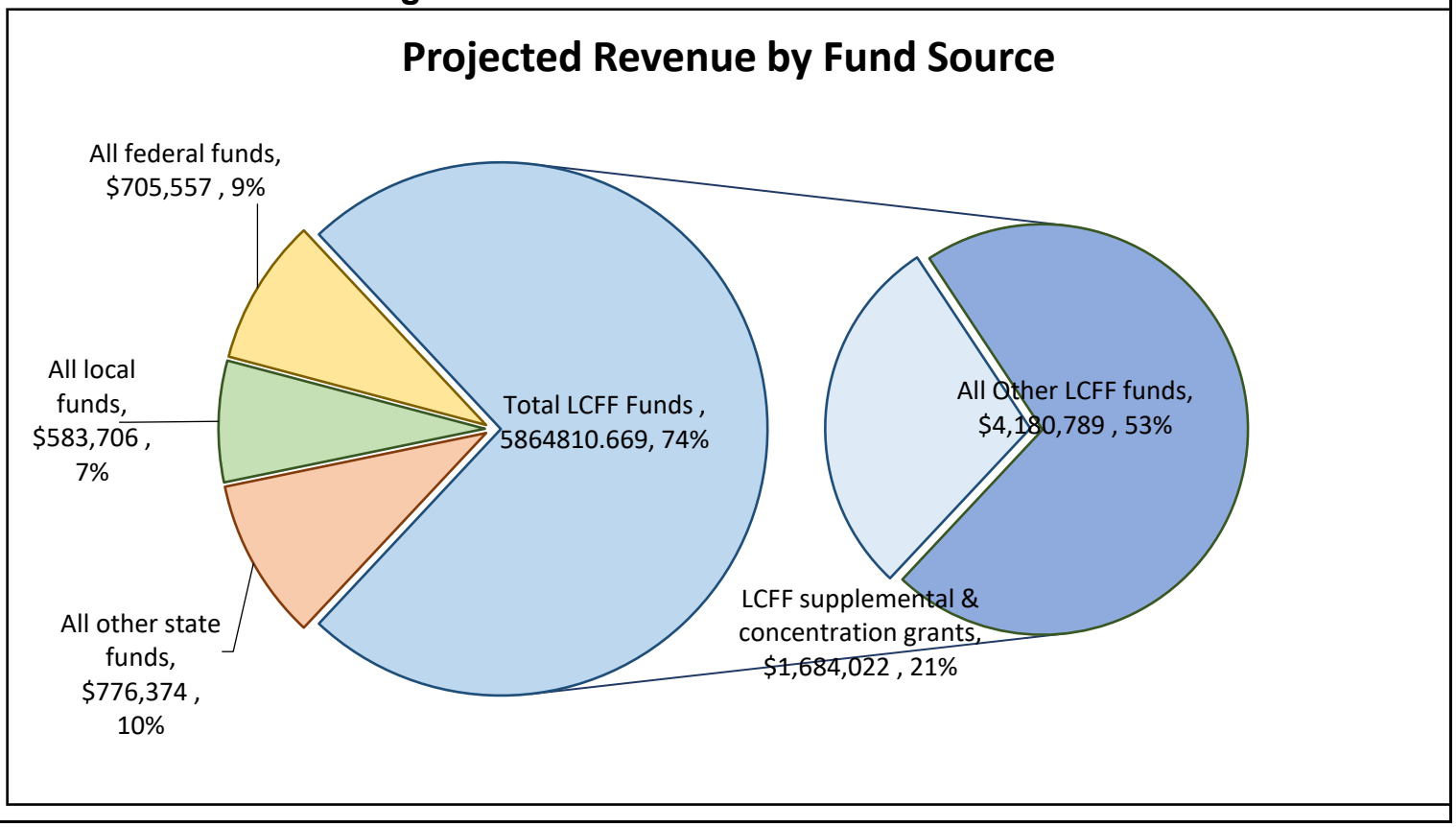
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Watts Learning Center Charter Middle School
CDS Code: 19647330120527
School Year: 2026-27
LEA contact information: Errica Dotson, 323-754-9900, edotson@wattslc.org

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

Budget Overview for the 2026-27 School Year

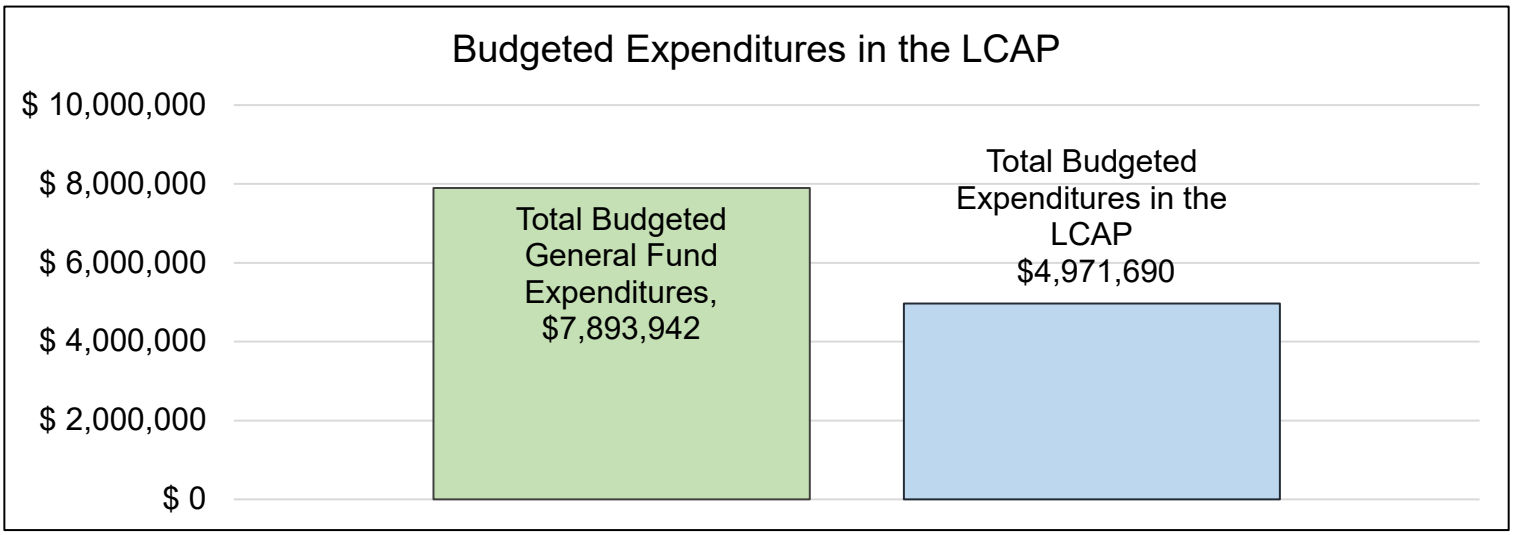


This chart shows the total general purpose revenue Watts Learning Center Charter Middle School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Watts Learning Center Charter Middle School is $7,930,447.28, of which $5,864,810.67 is Local Control Funding Formula (LCFF), $776,373.99 is other state funds, $583,706.00 is local funds, and $705,556.62 is federal funds. Of the $5,864,810.67 in LCFF Funds, $1,684,022.00 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 Charter Middle School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

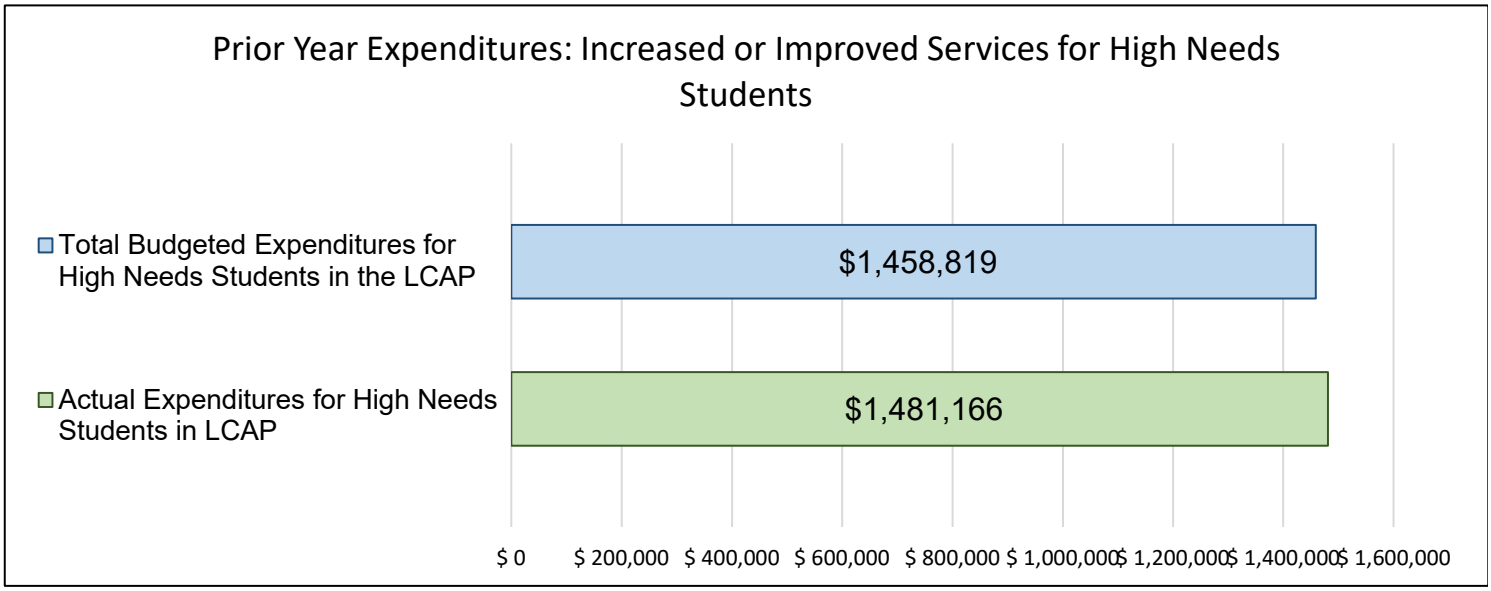
The text description of the above chart is as follows: Watts Learning Center Charter Middle School plans to spend $7,893,942.04 for the 2026-27 school year. Of that amount, $4,971,689.71 is tied to actions/services in the LCAP and $2,922,252.33 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2026-27, Watts Learning Center Charter Middle School is projecting it will receive $1,684,022.00 based on the enrollment of foster youth, English learner, and low-income students. Watts Learning Center Charter Middle School must describe how it intends to increase or improve services for high needs students in the LCAP. Watts Learning Center Charter Middle School plans to spend $1,684,022.00 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 Charter Middle School 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 Charter Middle School 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 Charter Middle School's LCAP budgeted $1,458,819.00 for planned actions to increase or improve services for high needs students. Watts Learning Center Charter Middle School actually spent $1,481,165.58 for actions to increase or improve services 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 Charter Middle	Errica Dotson, Executive Director	edotson@wlccms.org 323.565.4800

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.

The Watts Learning Center is envisioned as a world-class, child-centered K-8 institution of learning with strong ties to families and the community, dedicated to producing high academic achievers who are self-confident, ethical, and motivated to be lifelong learners. The organization builds on the success of Head Start and other pre-school programs by creating a culture of learning in which all stakeholders, including students, parents or guardians, faculty, and staff, have clearly defined roles and expectations. Its central purpose is to improve the quality of life in the community with a sense of urgency, guided by core values of achievement, commitment, community, respect, acceptance, and integrity.

Watts Learning Center Charter Middle School (WLCCMS) is located in South Los Angeles, adjacent to Watts, and serves students in the local LAUSD area. The school prides itself on offering a small school setting within a supportive and collaborative community dedicated to closing the achievement gap in the post-pandemic era. To meet the full range of student needs, the school has implemented a Multi-Tiered System of Support (MTSS) that provides academic, social-emotional, behavioral, and mental health supports. This past year, the school has also integrated components of the four pillars of the Community Schools framework.

Mission and Vision

The ultimate goal of WLCCMS is to serve as a national model for how public education can provide students from under-served communities, especially those building a strong foundation, with the tools to compete academically and socially in the 21st century's global economy. Its mission is to provide a world-class education to inner-city students from low-income families, helping them realize their full academic potential while creating a culture of learning in which all stakeholders, including students, parents or guardians, faculty, and staff, have clearly defined roles and expectations.

The school's vision is to make the Watts community synonymous with academic achievement rather than with riots and despair, and to produce high academic achievers who are self-confident, ethical, and motivated to be lifelong learners. Students will possess proficient literacy skills, mathematics and science proficiency, and technological competence. They will demonstrate knowledge and application across the arts, literature, history and social science, health, mathematics, communication, science, problem-solving, and work ethics. They will value

friendship, responsibility, cultural diversity, quality of life, and the democratic process, and they will become well-informed and highly aware of an interconnected world so that they may pursue higher education and seek professional careers.

Student Population

Watts Learning Center Charter Middle School currently serves 373 students in grades six through eight. The student population is 12% African American and 88% Hispanic. Among the student groups served, 27% are English learners, 3% are experiencing homelessness, 0.8% are foster youth, and 0.8% are migrant. Students with disabilities make up 10% of enrollment, and 99.7% of students are socio-economically disadvantaged.

LCAP Compliance and Educational Partner Engagement

WLCCMS 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).

WLCCMS has fulfilled the EC 52062(a) educational partner engagement requirements applicable to charter schools using the LCAP as the SPSA, as well as the Student Advisory Committee requirement applicable to schools serving middle and high school grades.

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.

Because WLCCMS serves students in middle school grades, the school has also engaged students through a Student Advisory Committee in accordance with the requirement added to EC 52062(a) by Senate Bill 153 (Chapter 38, Statutes of 2024), which applies to local educational agencies operating one or more middle schools or high schools and is effective for the 2024-25 LCAP and subsequent LCAPs. The Student Advisory Committee provides students with the opportunity to review and comment on the LCAP prior to adoption by the governing body. The school has documented the Student Advisory Committee's review of the 2026-27 LCAP and has incorporated student input alongside the input received from the PAC, ELPAC, and SELPA. As with the PAC and ELPAC, a written response to Student Advisory Committee comments and recommendations has been provided.

Learning Recovery Emergency Block Grant Funds

As of the development of this LCAP, Watts Learning Center Charter Middle School has $174,573 in unexpended Learning Recovery Emergency Block Grant (LREBG) funds, of which $83,883 will be fully expended during the 2026-27 school year, and the remaining $90,690 will be expended in the 2027-28 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

WLCCMS is not eligible for Equity Multiplier funds

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 Middle 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	Yellow	Red	Orange	N/A	Orange	Orange	Yellow
English Learners	Yellow	Red	Green	N/A	Orange	Red	Yellow
Long-Term English Learners	Green	Yellow	Green	N/A	Orange	Orange	--
Foster Youth	N/A	--	--	N/A	N/A	N/A	N/A
Homeless	N/A	--	--	N/A	--	--	--
Socioeconomically Disadvantaged	N/A	Red	Orange	N/A	Orange	Orange	Yellow
Students with Disabilities	N/A	Orange	Orange	N/A	Orange	Orange	--
Black or African American	N/A	Orange	Red	N/A	Yellow	Orange	--
Hispanic or Latino	N/A	Red	Orange	N/A	Orange	Orange	Yellow
White	N/A	--	--	N/A	--	--	N/A
Two or More Races	N/A	--	--	N/A	--	--	N/A

English Learner Progress Indicator: LTEL Student Group: Watts Learning Center Charter Middle School made meaningful progress for its multilingual learners and its English Learner student groups on the 2025 California School Dashboard, reflecting the impact of strengthened academic supports and the school's tiered approach to climate and behavior.

On the English Learner Progress Indicator, the school received a green performance level for the Long-Term English Learner student group, with 48.8% of Long-Term English Learners making progress toward English language proficiency. The English Learner student group received a yellow performance level, with 43.9% of English Learners making progress toward English language proficiency as measured by the Summative English Language Proficiency Assessments for California (ELPAC). While the English Learner student group's growth did not reach the same level as that of the Long-Term English Learner student group, both results reflect upward movement and confirm that the school's English Learner program is yielding results. The school attributes this progress to increased academic support services for English Learners and Long-Term English Learners, including tutoring services and access to the Expanded Learning Opportunities Program, which together extend opportunities for language

acquisition and English language proficiency beyond the regular school day.

Suspension Rate Indicator: The school also made notable progress on the Suspension Rate Indicator for these same student groups. On the 2025 California School Dashboard, both the English Learner and Long-Term English Learner student groups received a green performance level, reflecting declining suspension rates. In the 2023-24 school year, the suspension rate was 6.2% for English Learners and 9.8% for Long-Term English Learners. In the 2024-25 school year, the suspension rate declined to 4% for English Learners and to 6.1% for Long-Term English Learners.

These improvements reflect the school's sustained implementation and strengthening of its social, emotional, behavioral, and mental health supports through its Multi-Tiered System of Support (MTSS). At Tier I, the school sustains and deepens its Positive Behavior Interventions and Supports (PBIS) practices centered on the school's Falcon P.R.I.D.E. values, including a daily student pledge that reinforces shared expectations, collective responsibility, and a culture of belonging. PBIS recognition is delivered through Kickboard, a digital platform on which staff track and reinforce positive student behavior. At higher tiers of support, the school employs a school counselor who provides intensive individual counseling and crisis support. Together, these aligned academic and behavioral supports help explain the progress reflected on both the English Learner Progress Indicator and the Suspension Rate Indicator for the school's multilingual learners.

Comprehensive Needs Assessment

Watts Learning Center Charter Middle School (WLCCMS) 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, Science, 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, WLCCMS 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. WLCCMS's needs assessment aligns with the school's 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.

ELA Academic Indicator (2025 CA School Dashboard)

On the 2025 California School Dashboard, Watts Learning Center Charter Middle School received an Orange performance level on the English Language Arts (ELA) Academic Indicator, compared to the state's Yellow performance level. The school's schoolwide ELA Status was -29.0 points from standard (DFS), below the statewide average of -8.1 DFS. While the schoolwide figure sits below the state, the analysis below shows that the school's individual student groups generally outperform their statewide counterparts, and that local diagnostic data point to strong and sustained reading growth.

Data Analyzed: The analysis drew on both quantitative and qualitative sources, including 2025 Dashboard DFS results by student group, 2025-26 i-Ready Reading diagnostic growth data, Interim Comprehensive Assessment (ICA) results, and qualitative input gathered through advisory and weekly Data Chats. In 2025, a majority of the school's numerically significant student groups outperformed their respective statewide student group averages in ELA. The Black or African American student group posted a Status of -38.1 DFS, ahead of the state's -51.3 DFS by 13.2 points. The Latino student group reached -27.1 DFS, ahead of the state's -33.7 DFS by 6.6 points. Long-Term English Learners reached -75.6 DFS, ahead of the state's -104.5 DFS by 28.9 points, the largest favorable margin among the groups. Socioeconomically disadvantaged students reached -29.0 DFS, ahead of the state's -35.3 DFS by 6.3 points. Two student groups trailed their statewide counterparts: the English Learner student group at -68.8 DFS fell 8.9 points below the state's -59.9 DFS, and the Students with Disabilities student group at -98.4 DFS fell 9.0 points below the state's -89.4 DFS.

2023-24 ELA CAASPP	
	DFS
All Students	-17
EL	-64.4
LTEL	-92.4
SED	-17
African American	-49.4
Hispanic	-10.7

2024-25 ELA CAASPP	
	DFS
All Students	-29
EL	-68.8
LTEL	-75.6
SED	-29
SWD	-98.4
African American	-38.1
Hispanic	-27.1

Local diagnostic data reinforced this picture. On the 2025-26 end-of-year i-Ready Reading diagnostic, students schoolwide achieved a median of 158% of their annual typical growth, with every grade level meeting or exceeding 100%. The English Learner student group achieved a median of 172% of typical growth, exceeding the 146% median of non-English Learner peers, and the share of English Learners reading at one grade level below or above rose from 2% in the fall to 21% in the spring. Students performing three or more grade levels below standard reached a median of 171% of typical growth, and African American students in that same category reached 207%.

Educational Partners Engaged in the Analysis: The analysis of the ELA focus area engaged administrators, the leadership team, teachers, parents, and students. Student and teacher engagement occurred through weekly data analysis conducted during advisory periods and Data Chats, ensuring that those closest to

instruction contributed to the review of performance and the identification of needs.

Strengths Identified, Including Demonstrated Growth: The school's central ELA strength is consistent reading growth across all grade levels, as measured by the 2025-26 i-Ready end-of-year diagnostic. Schoolwide, students achieved a median of 158% of annual typical growth. By grade, sixth grade reached 167%, seventh grade reached 124%, and eighth grade reached 172%. This growth continues a multi-year trend, with schoolwide annual typical growth medians of 132% in 2022-23, 134% in 2023-24, 117% in 2024-25, and 158% in 2025-26. The school also recorded a 4 percentage point gain, a 36.4% relative increase, in the share of students reading at or above grade level between the beginning-of-year and middle-of-year diagnostics. The relative strength of the school's numerically significant student groups against their statewide counterparts, particularly the 28.9 point advantage for Long-Term English Learners, is a further indicator of effective Tier I literacy instruction.

Greatest Needs Identified: Two needs stand out. First, while students entering three or more grade levels below standard grew at exceptional rates, students entering at or above grade level grew at approximately 100% of typical growth, a notably slower pace. The school wants to accelerate growth for students who arrive at or above grade level so that strong gains for the furthest-behind students do not come at the expense of fully serving higher-performing students. Second, the English Learner and Students with Disabilities student groups are the only two numerically significant groups performing below their statewide group averages in ELA, by 8.9 and 9.0 points respectively, making them the clearest priorities for targeted support.

Issues Identified This School Year: A mid-year staffing disruption affected ELA. The school lost its seventh-grade ELA teacher partway through the year, and the quality of instruction prior to that change made it difficult to recoup the resulting learning loss. Despite this, seventh-grade reading still exceeded 100% of annual typical growth, reaching 124% on the end-of-year diagnostic.

Resource Inequities Identified: WLCCMS conducted a resource equity analysis using the Ten Dimensions of Resource Equity diagnostic tool developed by the Alliance for Resource Equity; and identified a resource inequity in the quality of special education instruction in its reading classrooms. Students with disabilities are receiving their required service minutes, but not consistently the quality of service those minutes are intended to deliver. Special education teachers need additional professional development on how best to support their students' reading and writing development, and this need is directly linked to the below-state ELA performance of the Students with Disabilities student group.

Root Cause Analysis: The school attributes its upward reading trajectory to greater fidelity in the use of the i-Ready Reading MyPath program and to its end-of-year Final Push, which is informed by Spring ICA results. Students are using the i-Ready Reading program with more consistency than in prior years, supported by incentives for passing lessons and for spending adequate time on the program. The sustained pattern of annual typical growth medians at or above 117% over four years supports the conclusion that these practices, rather than year-to-year variation, are driving the gains. The remaining gap for the Students with Disabilities student group traces primarily to the special education instructional-quality inequity identified above, indicating that closing this gap depends on improving service quality and teacher capacity rather than on increasing service minutes.

2026-27 Action Plan: The 2026-27 ELA action plan sustains the practices driving growth while targeting the identified needs, with a particular focus on the English Learner and Students with Disabilities student groups and on students entering at or above grade level.

1. The school will retain high-quality certified teachers in ELA classrooms as a foundational priority, given the demonstrated effect of teacher quality and stability on student growth this year. It will establish from the first weeks of the year the expectation that all students pass two or more i-Ready lessons each week, moving the strongest period of i-Ready engagement earlier in the year rather than concentrating it in an end-of-year push. The school will use the second ICA data set to identify the specific grade-level standards to target during the Final Push, and will incorporate foundational reading skills into

daily homework practice. Weekly Data Chats will continue for every student so that i-Ready learning remains responsive to individual progress rather than passive.

2. To address the two below-state student groups, the school will continue targeted small-group instruction, designated and integrated English language development supports, and closer progress monitoring through i-Ready diagnostics and formative assessments. English Learner supports will be coordinated across all classrooms through the newly created English Learner Program Coordinator position. For the Students with Disabilities student group, the plan prioritizes professional development for special education teachers focused on reading and writing instruction, directly addressing the resource inequity identified in the analysis. To address the slower growth of students entering at or above grade level, advisors will set differentiated i-Ready goals that ensure these students are challenged toward more than one year of growth.

Math Academic Indicator (2025 CA School Dashboard)

On the 2025 California School Dashboard, Watts Learning Center Charter Middle School received an Orange performance level on the Mathematics Academic Indicator, compared to the state's Yellow performance level. The school's schoolwide math Status was -92.8 points from standard (DFS), 50.4 points below the statewide average of -42.4 DFS. The school has identified mathematics as its key area for focused improvement, while local diagnostic data show meaningful growth momentum that the 2026-27 plan is designed to sustain and accelerate.

Data Analyzed: The analysis drew on 2025 Dashboard DFS results by student group, 2025-26 i-Ready Math diagnostic growth data, Interim Comprehensive Assessment (ICA) results, classroom observations, and qualitative input gathered through advisory and weekly Data Chats. In 2025, less than a majority of the school's numerically significant student groups outperformed their respective statewide student group averages in math. The Black or African American student group posted a Status of -101.9 DFS, 6.1 points below the state's -95.8 DFS. The English Learner student group reached -124.5 DFS, 38.4 points below the state's -86.1 DFS, the widest gap among the groups. The Latino student group reached -91.4 DFS, 17.8 points below the state's -73.6 DFS. Socioeconomically disadvantaged students reached -92.8 DFS, 19.9 points below the state's -72.9 DFS. The Students with Disabilities student group, reported with a 2024 figure of -165.1 DFS, was 44.4 points below the state's -120.7 DFS. The one student group exceeding its statewide counterpart was Long-Term English Learners, at -134.5 DFS compared to the state's -158.9 DFS, a 24.4 point advantage.

2023-24 Math CAASPP	
	DFS
All Students	-80
EL	-115.5
LTEL	-162.7
SED	-80
African American	-121.5
Hispanic	-72

2024-25 Math CAASPP	
	DFS
All Students	-92.8
EL	-124.5
LTEL	-134.5
SED	-92.8
SWD	-165.1
African American	-101.9
Hispanic	-91.4

Local diagnostic data showed clear growth. On the 2025-26 end-of-year i-Ready Math diagnostic, students schoolwide achieved a median of 110% of their annual typical growth, with each grade level averaging approximately 105%. The English Learner student group achieved a median of 108% of typical growth and the Students with Disabilities student group achieved 101%. Students performing three or more grade levels below standard reached a median of 133% of typical growth.

Educational Partners Engaged in the Analysis: The analysis of the math focus area engaged administrators, the leadership team, teachers, parents, and students. Student and teacher engagement occurred through weekly data analysis conducted during advisory periods and Data Chats, ensuring that those closest to instruction contributed to the review of performance and the identification of needs.

Strengths Identified, Including Demonstrated Growth: The school's central math strength is renewed growth after a difficult prior year. Schoolwide, students achieved a median of 110% of annual typical growth on the 2025-26 i-Ready end-of-year diagnostic, well above the prior year's 58%. The majority of this

growth came from sixth and eighth grade, with sixth grade reaching 100% and eighth grade reaching 125% of annual typical growth, while seventh grade reached 89%. The English Learner student group grew 108% and the Students with Disabilities student group grew 101%. The Long-Term English Learner student group also outperformed its statewide counterpart on the Dashboard by 24.4 points, indicating that the school's structured language scaffolds and differentiated supports are producing results in mathematics.

Greatest Needs Identified: The school's greatest math need is strengthening instruction for the Students with Disabilities student group. This group grew the least of all targeted student groups, at 101% of typical growth, which, while positive, is not enough acceleration for students who need to grow well beyond one year of typical growth to return to grade level. Special education teachers need development, training, and monitoring on both compliance and academic supports, using best practices for teaching mathematics and holding students to high standards. More broadly, the English Learner, Latino, socioeconomically disadvantaged, and African American student groups all performed below their statewide counterparts in 2025 and remain priorities for accelerated math growth.

Issues Identified This School Year: A staffing disruption affected eighth-grade mathematics. The school lost its eighth-grade math teacher early in the school year, and the quality of instruction beforehand was a concern. The school replaced the teacher after winter break with a more skilled educator who emphasizes data-informed instructional practices and brings greater structure, rigor, and academic discourse to the classroom. Despite the mid-year transition, eighth grade went on to record the school's strongest math growth.

Resource Inequities Identified: WLCCMS conducted a resource equity analysis using the Ten Dimensions of Resource Equity diagnostic tool developed by the Alliance for Resource Equity; and identified a resource inequity in the quality of special education instruction in its math classrooms. Students with disabilities are receiving their required service minutes, but not consistently the quality of service those minutes are intended to deliver. Special education teachers need additional professional development on how best to support their students, and this need is directly tied to the below-state math performance and modest growth rate of the Students with Disabilities student group.

Root Cause Analysis: The school attributes its improving math results to greater fidelity in the use of the i-Ready Math MyPath program and to its end-of-year Final Push, which is informed by Spring ICA results. Students are using the program more consistently than in prior years, supported by incentives for passing lessons and spending adequate time on the platform. The school's historical math growth has been uneven, with annual typical growth medians of 78% in 2022-23, 92% in 2023-24, 58% in 2024-25, and 110% in 2025-26, underscoring that consistent program use and instructional quality, rather than a fixed trajectory, drive results. The eighth-grade turnaround illustrates this directly: even though the replacement teacher did not begin until after winter break, eighth grade produced the school's strongest math growth, confirming that teacher quality in the classroom has a decisive effect on outcomes. The remaining gap for the Students with Disabilities student group traces primarily to the special education instructional-quality inequity identified above.

2026-27 Action Plan

The 2026-27 math action plan sustains the practices driving growth while concentrating support on the student groups performing below state, with particular emphasis on the Students with Disabilities and English Learner student groups.

The school will retain high-quality certified teachers in math classrooms as a foundational priority, given the demonstrated effect of teacher quality and stability on eighth-grade results this year. It will establish from the first weeks of the year the expectation that all students pass two or more i-Ready lessons each week, and it will begin Saturday School and after-school tutoring earlier in the year so that students who are behind are reached from the outset rather than after winter break. The school will engage parents in supporting the i-Ready system, including the diagnostic and MyPath components, to extend

learning beyond the school day. Weekly Data Chats will continue for every student so that i-Ready learning remains responsive to individual progress rather than passive.

The school will continue the instructional systems introduced in 2025-26 that support math growth, including the unified schoolwide approach to annotating math word problems that all math teachers were trained on, with Instructional Aides who push into math classrooms three times per week to reinforce Tier I instruction without removing students from core lessons, and targeted push-in and pull-out interventions for students with disabilities aligned to their individualized math goals. To address the school's greatest need, the plan prioritizes professional development, training, and monitoring for special education math teachers, directly addressing the resource inequity identified in the analysis.

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

The English Learner Progress Indicator measures the progress English Learners are making toward English language proficiency, based on the Summative English Language Proficiency Assessments for California (ELPAC). On the 2025 California School Dashboard, Watts Learning Center Charter Middle School recorded an ELPI Status of 43.9%, up from 38.5% in 2024 but below the 53.7% reported in 2023. The school's local reading data show strong English Learner growth during 2025-26, while multi-year declines in ELPAC proficiency and reclassification rates point to the need for stronger, more coordinated oversight of the English Learner program, a need the school has begun to address.

ELPI (Dashboard)	EL	LTEL
2024 Dashboard	38.5%	41.3%
2025 Dashboard	43.9%	48.8%

Data Analyzed: The analysis drew on the ELPI Status trend, ELPAC proficiency rates, reclassification rates, and 2025-26 i-Ready Reading diagnostic growth for English Learners. The ELPI Status moved from 53.7% in 2023 to 38.5% in 2024, a decline of 15.2 points, then recovered to 43.9% in 2025, a gain of 5.4 points. ELPAC proficiency rates followed a similar pattern, moving from 18.60% in 2022-23 to 5.97% in 2023-24, then recovering to 13.19% in 2024-25. Reclassification rates declined across three years, from 28.0% in 2022-23 to 13.5% in 2023-24 to 5.2% in 2024-25, with a projected rate of 12% for 2025-26.

Local diagnostic data presented a more favorable picture of current-year progress. On the 2025-26 end-of-year i-Ready Reading diagnostic, the school's 99 English Learner students achieved a median of 172% of annual typical growth, exceeding the 146% median of their non-English Learner peers. As a result, the share of English Learners reading at one grade level below standard or higher rose from 2% in the fall to 21% in the spring.

Educational Partners Engaged in the Analysis: The analysis of the ELPI focus area engaged administrators, teachers, the English Learner Advisory Committee (ELAC), and students, ensuring that those responsible for English learner instruction and oversight, along with the families and students most affected, contributed to the review.

Strengths Identified, Including Demonstrated Growth: The school's primary strength is the quality of instruction in its English Language Development (ELD) classroom, where a strong teacher combines data-informed instruction with a high level of social-emotional awareness. The classroom is characterized by rigorous, culturally relevant instruction that keeps students engaged. This strength is reflected in the 2025-26 i-Ready Reading results, where English Learners not only met but substantially exceeded typical growth and outpaced their non-English Learner peers, and in the recovery of the ELPI Status and ELPAC proficiency rates from their 2023-24 lows.

Greatest Needs Identified: The school's greatest need is to extend the high-leverage instructional practices found in the ELD classroom into every classroom. Classroom teachers across content areas need additional professional development and English Learner support coaching so that the integrated language

support English Learners receive is consistent schoolwide rather than concentrated in the ELD setting.

Issues Identified This School Year: Several issues surfaced during the year. The school needs to adopt new strategies for its Newcomer population, including training teachers and providing professional development to support their growth. It needs to strengthen the monitoring of reclassified students through the required two-year follow-up. It needs a strong plan for supporting Long-Term English Learners. Finally, it needs to create more support for the parents of its Newcomer students.

Resource Inequities Identified: WLCCMS conducted a resource equity analysis using the Ten Dimensions of Resource Equity diagnostic tool developed by the Alliance for Resource Equity; and identified resource inequities related to culturally responsive practices and representation within the school environment, access to expanded student engagement opportunities through sports and extracurricular programs, and equitable opportunities that strengthen students' sense of belonging. These inequities bear on English Learner engagement and connectedness, which in turn affect language development and progress toward reclassification.

Root Cause Analysis: The school's analysis identified that English Learners, including Long-Term English Learners and Newcomers, have not had equitable access to integrated language support within content classes. The English Learner program has lacked consistent oversight, which has limited the coordination of intervention efforts, instructional supports, and monitoring systems. The declining ELPAC proficiency and reclassification rates indicate inequities in access to consistent language development supports, progress monitoring, and coordinated intervention systems, rather than a deficit in student capacity, a conclusion reinforced by the strong i-Ready reading growth English Learners demonstrated when supported well.

2026-27 Action Plan: The 2026-27 ELPI action plan centers on coordinating and extending effective English Learner instruction across the school while strengthening oversight, progress monitoring, and family engagement.

The school will continue the high-quality daily instruction in the ELD classroom and will continue to track i-Ready Reading and Math progress weekly. It will use Ellevation, the platform adopted in 2025-26, to guide instructional decisions through real-time student data and research-based strategies, and will provide teachers with training in the platform to help them support English Learner growth in their respective classrooms.

The central structural change is the school's creation of the English Learner Program Coordinator position to provide stronger oversight and coordination of the English Learner program, directly addressing the root cause identified in the analysis. This role ensures that English Learners receive consistent support across all classrooms, not only in the ELD classroom. The coordinator works closely with teachers to strengthen instructional practices, supports progress monitoring and intervention planning, helps families navigate the school system, and ensures students receive the academic and language support they need. The position is intended to build a more connected, schoolwide approach to supporting English Learners, Long-Term English Learners, and Newcomer students, while supporting the two-year monitoring of reclassified students and expanded outreach to Newcomer families.

The school will monitor progress using ELPAC results, i-Ready diagnostics, ICA interim assessments, the Smarter Balanced Summative Assessments, and Ellevation. The school's stated aims are a reclassification rate of 12% or higher and continued growth of 15% or more each year.

Chronic Absenteeism Indicator (2025 CA School Dashboard)

The Chronic Absenteeism Indicator measures the percentage of students who are absent for 10% or more of the instructional days they were expected to attend. Watts Learning Center Charter Middle School has reduced chronic absenteeism substantially over the past several years, from 40.1% in 2022-23 to

33.8% in 2023-24, and into the mid-twenties for 2024-25. The school's worksheet reports the 2024-25 rate as both 22.9% and 26.8% in separate entries; the school projects a rate of 23% for 2025-26. Even with that internal discrepancy, the multi-year direction is a clear and sizable decline. At the same time, two student groups remain priorities: the African American student group, reported at the Orange performance level, and the English Learner student group, reported at the Red performance level.

Data Analyzed: The analysis drew on daily, monthly, and annual attendance data, along with targeted attendance reports generated around specific risk points such as the periods following vacations and holidays and other specially identified days. The multi-year chronic absenteeism trend was reviewed alongside these reports: 40.1% in 2022-23, 33.8% in 2023-24, a 2024-25 rate reported as 22.9% and as 26.8% in the worksheet, and a projected 23% for 2025-26. The school's stated projected decline of 3.8% is consistent with a 2024-25 rate of 26.8% moving to the projected 23%.

2023-24 Chronic Absenteeism		
	Total #	%
All Students	90	22.9%
EL	17	21.8%
LTEL	15	29.4%
SED	90	22.9%
SWD	17	44.7%
African American	28	43.8%
Hispanic	60	18.6%

2024-25 Chronic Absenteeism		
	Total #	%
All Students	110	26.8%
EL	25	25.0%
LTEL	7	14.6%
SED	110	26.8%
SWD	10	27.0%
African American	25	38.5%
Hispanic	85	24.8%

Educational Partners Engaged in the Analysis: The analysis of the chronic absenteeism focus area engaged the leadership team, the Parent Advisory Committee and English Learner Advisory Committee (PAC and ELAC), the Student Attendance Review Team (SART), the principal, and the assistant principal, bringing together attendance oversight, family voice, and school leadership.

Strengths Identified, Including Demonstrated Growth: The school's central strength is sustained improvement in attendance and a multi-year decrease in chronic absenteeism, with a projected further decline of 3.8% for 2025-26. This progress has been accompanied by high levels of student participation in the school's attendance incentive programs, indicating that the engagement strategies the school has implemented are reaching students and supporting more consistent attendance.

Greatest Needs Identified: The school's greatest needs are concentrated in two student groups. The African American student group is at the Orange performance level for chronic absenteeism, and the English Learner student group is at the Red performance level, making English Learners the most urgent priority. Reducing chronic absenteeism for these two student groups is the focus of the school's continued attendance work.

Issues Identified This School Year: The most persistent issue identified during the year was a consistently high absentee rate among African American students, which has remained elevated despite schoolwide gains and is the primary driver of the African American student group's Orange performance level.

Resource Inequities Identified: WLCCMS conducted a resource equity analysis using the Ten Dimensions of Resource Equity diagnostic tool developed by the Alliance for Resource Equity; and identified resource inequities related to culturally responsive practices and representation within the school environment, access to expanded student engagement opportunities through sports and extracurricular programs, and equitable opportunities that strengthen students' sense of belonging. Because attendance is closely tied to school connectedness, these inequities bear directly on the chronic absenteeism rates of the school's most affected student groups.

Root Cause Analysis: The school's analysis traced elevated absenteeism, particularly among African American students, to several connected causes. The loss of the EmpowerHer African American student group removed a meaningful point of connection for those students. Affinity spaces and student support groups

have been implemented inconsistently, and the coordination of sports and extracurricular engagement opportunities has been limited. These factors have contributed to low student participation in school-connected programs and activities, alongside a need for stronger engagement and participation in school support meetings and opportunities. Taken together, the root causes point to gaps in belonging and connectedness rather than to attendance enforcement alone.

2026-27 Action Plan: The 2026-27 chronic absenteeism action plan builds on the strategies introduced in 2025-26 and concentrates on strengthening belonging and connectedness for the African American and English Learner student groups while reinforcing attendance monitoring and outreach.

During 2025-26, the school launched a schoolwide Positive Behavior Intervention Support (PBIS) system that rewards positive attendance, punctuality, and behavior, and it created a more welcoming morning environment through music, games, and structured engagement activities before school. To address transportation barriers, the school began providing transportation support, including hired vans and a chartered daily bus pick-up for students who need rides. It expanded attendance incentives through rallies, field trips, prizes, raffles, and student recognition, and it implemented attendance contracts and individualized interventions for students with attendance concerns, while leadership teams conducted root cause analysis meetings to identify barriers and develop targeted support plans. These efforts are reflected in the multi-year decline in chronic absenteeism and will continue.

For 2026-27, the school will expand culturally responsive affinity spaces and mentorship programs, directly addressing the loss of the EmpowerHer group and the inconsistent implementation of affinity spaces identified in the root cause analysis. It will increase student access to sports, clubs, leadership, and extracurricular activities to deepen school connectedness. It will strengthen connectedness further through targeted academic and social-emotional supports. To reinforce the systems behind these efforts, the school will hire an attendance clerk to strengthen attendance monitoring and family outreach.

The school will monitor progress using the attendance rate, the chronic absenteeism rate, parent surveys, Student Sense of Belonging surveys, and African American affinity group attendance and survey data. The school's stated aims are a chronic absenteeism rate of 20% or less and an average daily attendance (ADA) of 95%.

Suspension Rate Indicator (2025 CA School Dashboard)

The Suspension Rate Indicator measures the percentage of students who were suspended at least once during the school year. On the 2025 California School Dashboard, Watts Learning Center Charter Middle School received an Orange performance level for the schoolwide suspension rate, a decline from the Green performance level the school received on the 2024 Dashboard. Reversing this decline, and in particular addressing a pronounced disparity for African American students, is the central focus of this needs assessment.

Data Analyzed: The analysis drew on the 2025 Dashboard suspension rate results by student group, the year-over-year change in the schoolwide performance level, and the school's most recent Social Emotional Learning (SEL) survey data. Schoolwide, the suspension rate was 6.3% at the Orange performance level, down in color from the prior year's Green. The socioeconomically disadvantaged student group mirrored the schoolwide result at 6.3% and Orange, consistent with the school's nearly entirely socioeconomically disadvantaged enrollment. Two student groups performed at the Green level: English Learners at a 4% suspension rate and Long-Term English Learners at 6.1%. Three student groups performed at the Orange level: the schoolwide and socioeconomically disadvantaged groups noted above, the Students with Disabilities student group at 13.5%, and the Hispanic student

2023-24 Suspension Rate		
	Total #	%
All Students	17	4.3%
EL	5	6.2%
LTEL	5	9.8%
SED	17	4.3%
SWD	6	15.8%
African American	7	10.8%
Hispanic	10	3.1%

2024-25 Suspension Rate		
	Total #	%
All Students	26	6.3%
EL	4	4.0%
LTEL	3	6.1%
SED	26	6.3%
SWD	5	13.5%
African American	12	18.5%
Hispanic	14	4.0%

group at 4%. The Hispanic student group's Orange level at the same 4% rate as the Green-level English Learner group reflects differences in year-over-year change rather than in current rate. The most urgent result was the African American student group, which posted an 18.5% suspension rate at the Red performance level, the lowest level on the Dashboard and far above every other group. The school's latest SEL survey data showed positive growth in student well-being and sense of belonging, providing a favorable backdrop against which to address the discipline disparities.

Educational Partners Engaged in the Analysis: The analysis of the suspension rate focus area engaged school administration and the leadership team, teachers who track and reinforce behavior through the school's positive behavior platform, the school counselor who provides individual and group support, and students and families. This composition reflects the staff and stakeholders responsible for behavior, culture, and social-emotional support at the school.

Strengths Identified, Including Demonstrated Growth

The school's strengths in this area are both structural and relational. The English Learner and Long-Term English Learner student groups both performed at the Green performance level, indicating that behavior and engagement supports are working well for these students. During 2025-26, the school implemented a Positive Behavior Intervention and Supports (PBIS) framework centered on its Falcon P.R.I.D.E. values, reinforced by a daily student pledge that establishes shared expectations, collective responsibility, and a culture of belonging. The school uses Kickboard as a digital platform through which staff continually track, reinforce, and celebrate positive student behavior. The school counselor provides both individual and group counseling addressing a range of social-emotional needs, including grief and homelessness. The school's most recent SEL survey data confirm positive growth in student well-being and sense of belonging, which supports the foundation for continued reductions in suspensions.

Greatest Needs Identified: The school's greatest need is the disproportionate suspension rate of African American students, who at 18.5% and a Red performance level are suspended at a substantially higher rate than any other student group. The Students with Disabilities student group, at 13.5% and Orange, is the second clearest priority. Reversing the schoolwide decline from Green to Orange depends primarily on reducing suspensions for these two student groups.

Issues Identified This School Year: The defining issue this year was the elimination of the dean of culture and dean of students position. The absence of a dedicated culture and discipline administrator presents a structural challenge, removing a role that coordinates behavior supports, ensures consistency in discipline practices, and provides focused attention to school culture. This staffing change coincides with the schoolwide decline from a Green to an Orange performance level.

Resource Inequities Identified: WLCCMS conducted a resource equity analysis using the Ten Dimensions of Resource Equity diagnostic tool developed by the Alliance for Resource Equity; and identified the loss of dedicated culture and discipline administrative capacity following the elimination of the dean position, which has reduced the school's ability to coordinate consistent, preventive behavior supports. This connects to the belonging and engagement inequities the school identified in its related analysis of chronic absenteeism, including gaps in culturally responsive practices and representation, uneven access to engagement opportunities, and inconsistent affinity spaces. Because the African American student group shows both the highest suspension rate and elevated absenteeism, these inequities bear most heavily on the same students.

Root Cause Analysis: The schoolwide decline from Green to Orange aligns closely with the elimination of the dean of culture and dean of students position, which removed dedicated capacity to coordinate behavior interventions, maintain consistent discipline practices, and lead culture work. For the African American student group specifically, the disproportionate suspension rate aligns with the same root causes the school identified in its chronic absenteeism analysis, namely the loss of the EmpowerHer African American student group, inconsistent implementation of affinity spaces and student support groups, and

limited coordination of engagement opportunities. Taken together, these point to a root cause centered on diminished connectedness and a gap in dedicated culture leadership, rather than on a change in student behavior alone. The continued strength of the English Learner and Long-Term English Learner groups, and the documented growth in SEL survey results, reinforce that the school's preventive supports are effective where they are consistently coordinated.

2026-27 Action Plan: The 2026-27 suspension rate action plan sustains the preventive systems that are working while concentrating new effort on the African American and Students with Disabilities student groups and on restoring coordinated culture leadership. The actions below combine the school's current practices with developed recommendations responding to the identified needs.

The school will continue and deepen the PBIS framework anchored in the Falcon P.R.I.D.E. values, including the daily pledge and the use of Kickboard to track, reinforce, and celebrate positive behavior, and will use Kickboard behavior data to identify students for early, preventive support before incidents lead to suspension. The school will sustain the school counselor's individual and group counseling and continue to monitor student well-being and belonging through the SEL survey.

To address the African American suspension disparity directly, the school will expand culturally responsive affinity spaces and mentorship programs, consistent with the plan developed for chronic absenteeism, with attention to restoring a structured affinity space for African American students following the loss of the EmpowerHer group. For the Students with Disabilities student group, the school will align behavior supports with students' individualized plans and ensure that disciplinary responses incorporate the supports those students are entitled to.

To address the structural challenge created by the eliminated dean position, the school will evaluate options for restoring dedicated culture and discipline leadership capacity, whether through a reinstated administrator role or a clearly assigned coordination of these responsibilities among existing leadership, so that behavior supports and discipline practices are consistently coordinated. This recommendation involves a staffing and budget decision for the school's leadership and board to determine.

Proposed metrics to monitor progress include the schoolwide and student group suspension rates reported on the 2026 Dashboard, Kickboard behavior and incentive data, SEL survey results on well-being and belonging, counseling referrals and participation, and affinity group participation data. Proposed targets, offered for the school's confirmation, are to reduce the African American suspension rate and move that group off the Red performance level, to reduce the Students with Disabilities suspension rate, and to return the schoolwide suspension rate to the Green performance level.

Learning Recovery Emergency Block Grant Funds (LREBG): 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 Middle School (WLCCMS) will expend its 2026-27 LREBG allocation of $83,883 [verification needed: confirm against the school's total unexpended LREBG balance].

Needs Assessment: WLCCMS's comprehensive needs assessment, conducted in accordance with EC Section 32526(d)(2), (3), (5), and (6), identified persistent academic achievement gaps and the related need for sustained, tiered instructional intervention as the school's most significant learning recovery priorities. On the 2025 California School Dashboard, the school received an Orange performance level for both the English Language Arts (-29.0 DFS) and Mathematics (-92.8 DFS) Academic Indicators, with the schoolwide math result 50.4 points below the state average. The English Learner and Students with Disabilities

student groups performed below their statewide counterparts in ELA, and most student groups, including English Learners, Latino, socioeconomically disadvantaged, and African American, performed below state in mathematics. The needs assessment identified mathematics as the school's key focus area and Students with Disabilities as the student group with the most persistent academic gaps across both content areas. Local diagnostic data showed measurable growth, including a schoolwide median of 110% of typical growth in i-Ready Math and 158% in i-Ready Reading by end of year, when consistent program use, intervention, and extended learning time were in place. The expenditure plan directs LREBG funds toward the tiered academic intervention, assessment, and extended learning supports that have proven most effective in accelerating recovery.

Expenditure 1: i-Ready Assessments

Position (LCAP Goal and Action): i-Ready Diagnostic Assessments (Goal 1, Action 1: Comprehensive System of Assessments of Learning)

Amount of LREBG Funds: $24,720

Rationale: The i-Ready Diagnostic in reading and mathematics is administered three times per year (beginning, middle, and end of year) to all students in grades six through eight. These assessments establish a baseline, measure mid-year progress, and capture end-of-year growth, allowing the school to identify each student's learning needs, match supports to those needs, and monitor progress toward closing gaps. The data generated through i-Ready directly informs the school's tiered academic intervention model and is used in weekly Data Chats with every student to address barriers and reinforce individual goals. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for evidence-based assessments and supports the identification of students requiring academic intervention to recover learning lost during the pandemic.

Evidence Tier: Tier 2 (Moderate Evidence). Research supports the use of nationally normed diagnostic assessments such as i-Ready as effective tools for identifying student learning needs and monitoring progress, when paired with differentiated instruction matched to assessment results.

Metric(s): i-Ready Reading and Mathematics diagnostic growth (median annual typical growth schoolwide and disaggregated by student group

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Expenditure 2: Instructional Coach

Position (LCAP Goal and Action): Instructional Coach (Goal 2, Action 2: Professional Development and Instructional Leadership)

Amount of LREBG Funds: $8,354 (LREBG-funded portion; balance funded with Title I)

Rationale: The Instructional Coach focuses on strengthening Tier I instruction through lesson planning support, curriculum implementation, instructional pacing, data analysis, classroom observations, coaching cycles, professional development, Professional Learning Community (PLC) facilitation, differentiation strategies, and ensuring high-quality, standards-aligned instruction across all classrooms. The Coach directly addresses the decline in academic performance reflected on the 2025 California School Dashboard, where the school received Orange performance levels in both English language arts (-29.0 DFS) and mathematics (-92.8 DFS), by building the capacity of every teacher to deliver rigorous, evidence-based instruction. By targeting the quality of daily Tier I instruction across English language arts and mathematics, the Coach supports learning recovery for the student groups performing below state, including English Learners, socioeconomically disadvantaged, Latino, African American, and Students with Disabilities students. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for professional development for classified staff, teachers, and administrators on evidence-based strategies to meet the needs of pupils.

Evidence Tier: Tier 1 (Strong Evidence). Large-scale, rigorous studies meeting ESSA Tier 1 evidence standards demonstrate that instructional coaching programs that include observation, feedback, modeling, and co-planning produce statistically significant improvements in teaching quality and student achievement. Coaching is consistently identified in research as the most effective mechanism for translating professional development into sustained classroom practice, with the strongest effects observed when coaching is content-specific, ongoing, and responsive to individual teacher needs.

Metric(s): CAASPP ELA and Mathematics Distance from Standard disaggregated by English Learner, Students with Disabilities, and socioeconomically disadvantaged student groups; California School Dashboard performance levels for ELA and Mathematics Academic Indicators; i-Ready Reading and Mathematics diagnostic growth disaggregated by student group.

Expenditure 3: After-School Tutoring (ELOP)

Position (LCAP Goal and Action): After-School Tutoring through the Expanded Learning Opportunities Program (Goal 1, Action 2: Tiered Academic Intervention and Support Through MTSS)

Amount of LREBG Funds: $30,809 (LREBG-funded portion; balance funded with ELOP and ASES funds)

Rationale: After-school tutoring through the Expanded Learning Opportunities Program (ELOP) provides extended learning opportunities beyond the regular school day for students requiring Tier II and Tier III academic intervention in reading and mathematics. The program serves students performing three or more grade levels below proficiency and includes priority access for English Learners and Students with Disabilities. After-school tutoring is delivered by credentialed teachers using structured curricula aligned to school-day instruction. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for additional academic services and tutoring using evidence-based approaches and supporting expanded learning opportunity program services pursuant to Education Code Section 46120.

Evidence Tier: Tier 2 (Moderate Evidence). Extended learning time through after-school programs, when delivered by credentialed educators using structured curricula aligned to school-day instruction, produces measurable academic gains, particularly for students from low-income households and English Learners. High-dosage tutoring is among the most effective interventions for accelerating learning recovery.

Metric(s): i-Ready Reading and Mathematics diagnostic growth for participating students; CAASPP ELA and Mathematics Distance from Standard disaggregated by student group.

Expenditure 4: Mathnasium Saturday School Mathematics Tutoring

Position (LCAP Goal and Action): Mathnasium Mathematics Tutoring Services for Saturday School (Goal 1, Action 2: Tiered Academic Intervention and Support Through MTSS)

Amount of LREBG Funds: $20,000

Rationale: Mathnasium provides contracted mathematics tutoring services for the school's Saturday School program, which targets students performing multiple grade levels below proficiency in mathematics. Saturday School begins after winter break and continues through the pre-testing period, providing sustained additional instructional time focused on foundational skill gaps and improved student performance on the Smarter Balanced Summative Assessments. Mathnasium's specialized mathematics tutoring complements the school's regular mathematics instruction and the embedded Study Smart Tutors, providing targeted small-group support for students with the most significant mathematics needs. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for providing summer school or intersessional instructional programs and additional academic services and tutoring using evidence-based approaches.

Evidence Tier: Tier 2 (Moderate Evidence). Extended learning time through Saturday and intersession programs, delivered through structured tutoring aligned to school-day instruction, produces measurable academic gains for students performing below grade level, particularly in mathematics.

Metric(s): i-Ready Mathematics diagnostic growth for participating students; CAASPP Mathematics Distance from Standard for participating students; California School Dashboard performance level for the Mathematics Academic Indicator.

LCAP Alignment: All four expenditures are included in the 2026-27 LCAP in compliance with EC Section 52064.4. The i-Ready Assessments are included under Goal 1, Action 1. The After-School Tutoring through ELOP and the Mathnasium Saturday School Mathematics Tutoring are included under Goal 1, Action 2. The Instructional Coach is included under Goal 2, Action 2. The LREBG-funded portions represent components of the total action expenditures, with remaining costs funded through Title I, ELOP, ASES, LCFF base, supplemental, and concentration funds, and other applicable funding sources.

Educational Partner Consultation: The use of LREBG funds was developed in consultation with educational partners through the LCAP engagement process. Administrators and the principal recommended continuing to expand targeted academic interventions in mathematics and English language arts through small groups, push-in support, extended learning opportunities, and data-driven instruction. Teachers recommended continued investment in intervention programs, including Math Interventionist support, push-in support, small-group instruction, Saturday School, after-school tutoring, and Summer School. The Parent Advisory Committee (PAC) expressed strong support for maintaining current academic intervention programs, including tutoring, intervention classes, Saturday School, and Summer School opportunities. The Student Advisory Committee (SAC), the combined English Learner Parent Advisory Committee (ELAC/DELAC/ELPAC), and the SELPA reviewed and supported the needs assessment and the expenditure plan as part of the LCAP development and approval process.

2024 CA School Dashboard

The following table presents Watts Learning Center Charter Middle 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	Red	Yellow	Green	N/A	Orange	Yellow
English Learners	Red	Orange	Green	N/A	Yellow	Orange
Long-Term English Learners	Red	Orange	Yellow	N/A	Red	Orange
Foster Youth	N/A	--	--	N/A	--	--
Homeless	N/A	--	--	N/A	--	--
Socioeconomically Disadvantaged	N/A	Yellow	Green	N/A	Orange	Yellow
Students with Disabilities	N/A	Red	Orange	N/A	--	--
Black or African American	N/A	Orange	Yellow	N/A	Orange	Red
American Indian or Alaska Native	N/A	--	--	N/A	--	--
Hispanic or Latino	N/A	Yellow	Green	N/A	Yellow	Yellow
White	N/A	--	--	N/A	--	--

Performance on the 2024 CA School Dashboard: Watts Learning Center Charter Middle School received a red performance level for the English Learner Progress Indicator for both the English Learner and Long-Term English Learner student groups. Additionally the Long-Term English Learner student group received a red performance level for the English Language Arts Academic Indicator. These Students with Disabilities student group received a red performance level for chronic absenteeism. The African American Student Group received a red performance level for the Mathematics Academic Indicator.

2023 CA School Dashboard

The following table presents Watts Learning Center Charter Middle 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	Red	N/A	Yellow	Red
English Learners	Green	Orange	Orange	N/A	Orange	Red
Foster Youth	N/A	--	--	N/A	--	--
Homeless	N/A	--	--	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	Yellow	Red	N/A	Yellow	Red
Students with Disabilities	N/A	Orange	Red	N/A	--	--
Black or African American	N/A	Orange	Red	N/A	Yellow	Orange
American Indian or Alaska Native	N/A	--	--	N/A	--	--
Hispanic or Latino	N/A	Yellow	Orange	N/A	Yellow	Red
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	--	--
White	N/A	--	--	N/A	--	--

Performance on the 2023 CA School Dashboard: Watts Learning Center Charter Middle School received a red performance level for the suspension rate for all students and the following student groups: Socioeconomically Disadvantaged, Students with Disabilities, and African American. Also received a Red performance level for the Mathematics academic indicator for all students, Socioeconomically Disadvantaged, and Hispanic student group.

Reflections: Technical Assistance

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

Watts Learning Center Charter Middle School's 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 Middle School's 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	**Engagement Process and Dates:** Bi-monthly meetings with administrators and the principal took place in person and on site from January 2026 through May 2026 as part of the development of the school's 2026-27 Local Control and Accountability Plan (LCAP). **Topics Discussed** These meetings addressed the 2025-26 LCAP Midyear Update and internal school data across multiple areas, indicators, and schoolwide initiatives. The meetings included the development of a Comprehensive Needs Assessment and the analysis of multiple types of student data to identify areas of strength and areas for growth. As part of this process, administrators and the principal discussed the use of Local Control Funding Formula Supplemental and Concentration (LCFF S&C) funds, Title I funds, and Learning Recovery Emergency Block Grant (LREBG) funds, and the alignment of these funding sources to the actions and services being planned for the 2026-27 LCAP. **Feedback and Recommendations Provided** Through these meetings, administrators and the principal provided the following feedback and recommendations: • Continue expanding targeted academic interventions in mathematics and English language arts through small groups, push-in support, extended learning opportunities, and data-driven instruction. • Strengthen supports for English Learners and Students with Disabilities to accelerate academic growth and ensure equitable access to grade-level content. • Continue implementing comprehensive attendance initiatives to reduce chronic absenteeism, with a particular focus on disproportionately impacted student groups. • Maintain investment in student engagement, school climate, and social-emotional supports through Positive Behavior Interventions and Supports (PBIS), mentoring programs, counseling services, and enrichment opportunities. • Increase family engagement and communication to strengthen partnerships that support student achievement, attendance, and overall school success.

Educational Partner(s)	Process for Engagement
Teachers	**Engagement Process and Dates:** Consultation with teachers was an ongoing process throughout the 2025-26 school year, from August 2025 through May 2026, conducted through weekly professional development sessions, Professional Learning Communities (PLCs), leadership meetings, data analysis cycles, and staff surveys. **Topics Discussed** Staff participated in the review of the 2025-26 LCAP Midyear Update; schoolwide academic, attendance, behavior, and climate data; and the development of the Comprehensive Needs Assessment. Discussions focused on measuring the effectiveness of current programs, identifying student needs, and determining priorities for the development of the 2026-27 LCAP, including the use of Local Control Funding Formula Supplemental and Concentration (LCFF S&C) funds, Title I funds, Learning Recovery Emergency Block Grant (LREBG) funds, and other categorical funding sources. Teachers were also surveyed during the Spring 2026 semester to capture their perspectives on school strengths and areas for growth. **Feedback and Recommendations Provided:** Through these engagement opportunities, teachers provided the following feedback and recommendations: • Continue investing in academic intervention programs, including mathematics and English language arts intervention teachers, push-in support, small-group instruction, Saturday School, after-school tutoring, and Summer School opportunities. • Continue providing additional support for English Learners and Students with Disabilities through designated English Language Development classes, intervention services, instructional support staff, and ongoing professional development for teachers. • Maintain student counseling, mentoring, social-emotional learning supports, and affinity programs to address student wellness, school connectedness, and behavioral needs. • Continue implementing attendance initiatives and interventions aimed at reducing chronic absenteeism, particularly among student groups demonstrating higher rates of absenteeism. • Continue investing in instructional coaching, professional development, and data analysis systems that support teachers in improving student achievement and accelerating learning growth. **Feedback on School Strengths:** Through the Spring 2026 survey, teachers identified the following school strengths: • Strong relationships between students and staff that create a safe, supportive, and student-centered learning environment. • Significant student academic growth as demonstrated through i-Ready and other benchmark assessment data. • A positive school culture supported by Positive Behavior Interventions and Supports (PBIS) systems, student incentives, enrichment opportunities, and restorative practices. • Effective intervention structures that provide targeted support for struggling students and student groups. • High levels of staff collaboration focused on using data to improve instruction and student outcomes.

Educational Partner(s)	Process for Engagement
	Feedback on Areas for Growth: Through the same survey, teachers identified the following areas for growth: • Further reducing chronic absenteeism and improving consistent student attendance. • Increasing student engagement, motivation, and ownership of learning, particularly among students performing below grade level. • Expanding supports and acceleration opportunities for English Learners and Students with Disabilities. • Increasing family participation and engagement in school activities, workshops, and decision-making opportunities. • Providing continued professional development focused on intervention strategies, differentiated instruction, classroom engagement, and meeting the needs of diverse learners.
Classified/Other Staff	**Engagement Process and Dates:** Consultation with classified staff was an ongoing process throughout the 2025-26 school year, from August 2025 through May 2026, conducted through staff meetings, professional development sessions, department meetings, school climate discussions, and the development of the Comprehensive Needs Assessment. **Topics Discussed** Classified staff reviewed schoolwide attendance, behavior, academic, and student support data and provided feedback regarding the effectiveness of current programs and services. These discussions informed the development of the 2026-27 LCAP, including priorities for the use of Local Control Funding Formula Supplemental and Concentration (LCFF S&C) funds, Title I funds, Learning Recovery Emergency Block Grant (LREBG) funds, and other categorical funding sources. Classified staff were also surveyed during the Spring 2026 semester to further capture their perspectives. **Feedback and Recommendations Provided:** Through these engagement opportunities, classified staff provided the following feedback and recommendations: • Continue providing Instructional Associates and student support staff to ensure students receive the academic, behavioral, and social-emotional support they need throughout the school day. • Maintain strong Special Education staffing and services to support Students with Disabilities and ensure compliance with student service needs. • Continue investing in attendance, behavior, and counseling supports to help address chronic absenteeism, improve student engagement, and maintain a positive school climate. • Prioritize the long-term sustainability of successful student support programs and services as one-time funding sources expire.

Educational Partner(s)	Process for Engagement
Students	**Engagement Process and Dates:** Consultation with students took place during the Spring 2026 semester through student surveys, advisory discussions, student leadership meetings, and school climate feedback opportunities. **Topics Discussed** Student input was gathered to inform the development of the 2026-27 LCAP, including priorities for the use of Local Control Funding Formula Supplemental and Concentration (LCFF S&C) funds, Title I funds, and Learning Recovery Emergency Block Grant (LREBG) funds. Students were asked to provide feedback regarding school programs, academic opportunities, school climate, enrichment offerings, and the supports that contribute to their overall success and engagement at school. **Feedback and Recommendations Provided** Through these engagement opportunities, students provided the following feedback and recommendations: • Continue providing engaging enrichment opportunities, including visual arts opportunities, that allow students to explore their interests and showcase their talents. • Expand hands-on learning opportunities in science, technology, engineering, and mathematics (STEM), engineering, and career exploration that connect classroom learning to real-world applications. • Continue offering mentoring, leadership, and social-emotional learning programs that help students build confidence, self-regulation skills, and positive relationships. • Increase student activities, field trips, clubs, and schoolwide events that strengthen school connectedness, motivation, and student engagement.
Student Advisory Committee (SAC)	**Engagement Process and Dates:** Consultation with the Student Advisory Committee (SAC) took place through a series of meetings during the Spring 2026 semester. **Topics Discussed** Students reviewed schoolwide academic, attendance, behavior, and school climate data and participated in discussions regarding the effectiveness of current programs and services. They provided input to support the development of the 2026-27 LCAP, including the use of Local Control Funding Formula Supplemental and Concentration (LCFF S&C) funds, Title I funds, and Learning Recovery Emergency Block Grant (LREBG) funds. The SAC also reviewed proposed LCAP priorities and funding allocations before providing recommendations for submission to the Governing Board. **Feedback and Recommendations Provided:** Through these meetings, the Student Advisory Committee provided the following feedback and recommendations:

Educational Partner(s)	Process for Engagement
	• Students shared that strong relationships with teachers and staff are one of the school's greatest strengths, and that they feel supported by adults who genuinely care about their success and well-being. • Students expressed appreciation for the school's positive culture, high expectations, restorative approach to discipline, and efforts to maintain a safe and welcoming learning environment. • Students requested that the school continue providing enrichment opportunities, including visual and performing arts, leadership opportunities, mentoring programs, field trips, and hands-on learning experiences. • Students shared that schoolwide expectations, including the uniform policy and cell phone policy, help create a more focused learning environment and contribute to student success, even when those expectations can be challenging.
Parents including those representing Unduplicated Pupils (UP) & Students with Disabilities (SWD)	**Engagement Process and Dates:** Consultation with parents, including those representing Unduplicated Pupils (UP) and Students with Disabilities (SWD), took place throughout the 2025-26 school year through Parent Advisory Committee (PAC) meetings, Coffee with the Principal and Director meetings, LCAP engagement sessions, family events, and ongoing communication. Parents were also specifically invited to participate in a parent meeting held in conjunction with the school's District Validation Review (DVR) process. **Topics Discussed** During these meetings and engagement opportunities, families reviewed schoolwide academic, attendance, behavior, and school climate data and provided feedback regarding areas of strength, areas for growth, and priorities for continuous improvement. Parents participated in discussions regarding the effectiveness of current programs and services and provided input to support the development of the 2026-27 LCAP, including the use of Local Control Funding Formula Supplemental and Concentration (LCFF S&C) funds, Title I funds, Learning Recovery Emergency Block Grant (LREBG) funds, and other categorical funding sources. Parents also reviewed proposed LCAP priorities and funding allocations before providing recommendations for submission to the Governing Board. **Feedback and Recommendations Provided:** Through these engagement opportunities, parents provided the following feedback and recommendations: • Continue providing targeted academic, behavioral, and social-emotional supports for English Learners and Students with Disabilities to ensure all students have equitable access to success. • Continue academic intervention programs, including Saturday School and Wednesday after-school tutoring, to support student achievement and address learning gaps. • Maintain enrichment opportunities, including the ARC after-school program, educational field trips, and the Art and Drama programs, to promote student engagement and school connectedness. • Continue fostering a positive school culture characterized by strong relationships between staff, students, and families, as well as a safe and supportive learning environment. • Maintain consistent communication with families and provide meaningful opportunities for parent involvement and engagement throughout the school year.

Educational Partner(s)	Process for Engagement
Parent Advisory Committee (PAC)	**Engagement Process and Dates:** The Parent Advisory Committee (PAC) participated in the consultation process throughout the 2025-26 school year to provide input for the development of the 2026-27 Local Control and Accountability Plan (LCAP). The PAC reviewed the 2026-27 LCAP on June 2026 and approved it for submission to the Governing Board. **Topics Discussed** The PAC reviewed and provided input on the development of the 2026-27 LCAP, including recommendations for the allocation of Local Control Funding Formula Supplemental and Concentration (LCFF S&C) funds, Title I funds, and Learning Recovery Emergency Block Grant (LREBG) funds. The committee specifically reviewed the 2026-27 LCAP and the allocation of Title I and LCFF S&C funding before approving the LCAP for submission to the Governing Board. **Feedback and Recommendations Provided:** Through these meetings, the Parent Advisory Committee provided the following feedback and recommendations: The PAC expressed strong support for maintaining current academic intervention programs, including tutoring, intervention classes, Saturday School, and Summer School opportunities. Committee members emphasized the importance of preserving the high academic expectations and targeted supports that have contributed to student growth and achievement. Parents emphasized the importance of continuing to allocate funds toward fostering a positive school culture, strengthening attendance initiatives, and increasing opportunities for parent engagement and connection. The committee specifically noted the value of school events, family workshops, regular communication, and opportunities for parents to remain actively involved in their child's education. **LCAP Review and Approval** On June 2026, the PAC reviewed the 2026-27 LCAP and approved the 2026-27 LCAP for submission to the Governing Board.
COMBINED: **English Learner PAC (ELPAC); English Language Advisory Committee (ELAC); and DELAC**	**Engagement Process and Dates:** Consultation with the combined ELAC, DELAC & English Learner Parent Advisory Committee (ELPAC) took place over a series of meetings throughout the 2025-26 school year. The committee serves the school-level English Learner advisory function and the LCAP educational partner engagement role for English Learner families. The ELPAC reviewed the 2026-27 LCAP on June 2026 and approved it for submission to the Governing Board. **Topics Discussed** The committee reviewed student achievement, English Learner progress, attendance, school climate, and the 2025-26 LCAP Midyear Update. The ELAC/DELAC/EL-PAC participated in the consultation process to provide input for the development of the 2026-27 LCAP, including recommendations regarding the use of Local Control Funding Formula

Educational Partner(s)	Process for Engagement
	Supplemental and Concentration (LCFF S&C) funds, Learning Recovery Emergency Block Grant (LREBG) funds, and Title I funds. **Feedback on School Strengths:** Through these meetings, the ELAC/DELAC/ EL-PAC identified the following school strengths: • Dedicated teachers and staff who support English Learners and build positive relationships with students and families. • Strong academic intervention programs that provide additional support for students who are below grade level. • A positive and safe school culture that promotes student belonging and engagement. • Opportunities for students to participate in enrichment activities, field trips, leadership experiences, and schoolwide events. • Effective communication between the school and families. **Feedback on Areas for Growth:** Through these meetings, the ELPAC identified the following areas for growth: • Continue expanding academic supports and intervention opportunities for English Learners. • Increase opportunities for family workshops that help parents support student learning at home. • Continue improving attendance and family engagement initiatives. • Expand opportunities for students to develop leadership, communication, and college and career readiness skills. • Increase opportunities for parents to volunteer and participate in school activities and events. **LCAP Review and Approval** On June 2026, the EL-PAC reviewed the 2026-27 LCAP and approved the 2026-27 LCAP for submission to the Governing Board.
SELPA	**Engagement Process and Dates:** Watts Learning Center Charter Middle School consulted with its SELPA (LAUSD) on a regular basis throughout the 2025-26 school year regarding services for Students with Disabilities, including the 2025-26 LCAP Midyear Update and the development of the 2026-27 LCAP actions and services, including Goal 1, Action 5, on March 10, 2026. Consultation occurred through ongoing collaboration with SELPA Program Specialists regarding special education programming, compliance requirements, instructional supports, and professional learning opportunities. The SELPA provided its feedback on the 2026-27 LCAP on June 4, 2026. **Topics Discussed** Discussions with the SELPA included strategies to increase student independence, prompting and prompt fading techniques, assistive technology implementation, support for students with extensive needs, Individuals with

Educational Partner(s)	Process for Engagement
	Disabilities Education Act (IDEA) compliance, and best practices for serving Students with Disabilities. The SELPA also participated in the consultation process to provide input for the development of the 2026-27 LCAP, specifically reviewing Goal 1, Action 5 (Inclusive Special Education Program and Services). **Feedback and Recommendations Provided:** Through these consultations, the SELPA provided the following feedback and recommendations: • The SELPA expressed strong support for continuing targeted professional development for staff working with Students with Disabilities, particularly students who are dually identified as English Learners and Students with Disabilities. SELPA representatives recommended incorporating available SELPA Lead resources into staff professional development and continuing to utilize SELPA-sponsored learning opportunities to strengthen instructional practices and student outcomes. • SELPA representatives emphasized the importance of continuing to build staff capacity around high-quality Individualized Education Program (IEP) development, Universal Design for Learning (UDL), assistive technology, and effective strategies that promote student independence and access to grade-level instruction. • The SELPA also encouraged continued participation in statewide SELPA initiatives focused on multilingual learners with exceptional needs, system improvement, and dispute prevention and resolution.

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

The 2026-27 LCAP adopted by Watts Learning Center Charter Middle School was shaped directly by the feedback gathered through the engagement process described above, including administrators and the principal, teachers, classified and other staff, students, the Student Advisory Committee (SAC), parents, the Parent Advisory Committee (PAC), the combined English Learner Parent Advisory Committee (ELPAC) with ELAC and DELAC, and the SELPA. Several consistent priorities emerged across these partners: sustaining and expanding tiered academic intervention in mathematics and English language arts; strengthening supports for English Learners and Students with Disabilities; continuing attendance, behavior, social-emotional, and counseling supports with attention to the student groups most affected; preserving enrichment and extracurricular opportunities; and deepening family engagement and communication. The school weighed this feedback alongside the comprehensive needs assessment and the 2025 California School Dashboard results, and it is reflected across the three goals and their actions as described below.

Goal 1: Multi-Tiered System of Support and Integrated Services

- **Action 1, Assessments of Learning and Student Progress Monitoring.** Administrators recommended continuing data-driven instruction, and teachers recommended continued investment in the data analysis systems that support teachers in improving achievement. This feedback is reflected in the action's three-times-yearly i-Ready diagnostic, the i-Ready Usage and Lessons Passed Tracker implemented with fidelity, weekly Data Chats for every student, and the disaggregation of achievement data by student group with reporting back to educational partners, including teachers, the PAC, the ELPAC, students, and the governing board.

- **Action 2, Tiered Academic Intervention and Support Through MTSS.** This action drew the most consistent feedback across partners. Administrators recommended continuing to expand targeted academic interventions in mathematics and English language arts through small groups, push-in support, extended learning, and data-driven instruction. Teachers recommended continued investment in intervention programs, including mathematics and English language arts intervention teachers, push-in support, small-group instruction, Saturday School, after-school tutoring, and Summer School, and they identified acceleration opportunities for students performing below grade level as an area for growth. Classified staff recommended continuing Instructional Associates and student support staff. Parents and the PAC recommended maintaining academic intervention, specifically Saturday School and Wednesday after-school tutoring, intervention classes, and Summer School, and preserving the high academic expectations and targeted supports that have contributed to student growth. The ELPAC recommended expanding academic supports and intervention for English Learners. In response, the adopted action sustains the MTSS intervention model, embedded afterschool tutoring, Saturday School Mathnasium Tutors, Summer School, and after-school tutoring, and adds the After School Academic Enrichment program for accelerated students, responding to teacher and student interest in challenging higher-performing students.
- **Action 3, Social, Emotional, Behavioral, and Mental Health Supports Through MTSS.** Administrators recommended maintaining investment in student engagement, school climate, and social-emotional supports through PBIS, mentoring, counseling, and enrichment, and continuing comprehensive attendance initiatives with a focus on disproportionately impacted student groups. Teachers and classified staff recommended maintaining counseling, mentoring, social-emotional learning, and affinity programs and continuing attendance interventions. Students and the SAC requested continued mentoring, leadership, and social-emotional learning programs, expressed appreciation for the school's restorative approach to discipline, and asked for more student activities, clubs, and field trips. The PAC recommended continuing to allocate funds toward a positive school culture and attendance initiatives. The adopted action sustains the Falcon P.R.I.D.E. PBIS framework and Kickboard, the counselor's individual and group counseling, the multi-tiered attendance incentive and intervention system with daily bus pick-up, and the Black and Newcomer affinity groups, and it adds an attendance clerk to strengthen monitoring and family outreach.
- **Action 4, Access to a Broad Course of Study.** Students and the SAC requested continued enrichment, including visual and performing arts, and expanded hands-on learning in science, technology, engineering, and career exploration, along with leadership opportunities. Parents recommended maintaining enrichment, including the ARC after-school program, educational field trips, and the Art and Drama programs. The ELPAC recommended expanding opportunities for students to develop leadership and college and career readiness skills. The adopted action preserves the arts sequence across grade levels, physical education and health, the student-led Watts Up Morning Show, and equitable access to enrichment for all student groups.
- **Action 5, Inclusive Special Education Program and Services.** The SELPA reviewed this action specifically, consulting on it on March 10, 2026, and providing written feedback on June 4, 2026. The SELPA recommended continuing targeted professional development for staff working with Students with Disabilities, particularly students dually identified as English Learners and Students with Disabilities; incorporating SELPA Lead resources into staff professional development; building staff capacity around high-quality IEP development, Universal Design for Learning, assistive technology, and strategies that promote student independence and access to grade-level instruction; and continued participation in statewide SELPA initiatives. Administrators, teachers, and parents recommended strengthening supports for Students with Disabilities, and classified staff recommended maintaining strong special education staffing and services. The adopted action reflects this through earlier and strengthened professional development on implementing IEP accommodations and modifications, continued weekly compliance oversight by the Assistant Principal, RSP staffing aligned to caseload and service needs, and continued participation in SELPA-sponsored learning.
- **Action 6, Multilingual Learner Support and Language Development.** Administrators, teachers, and parents recommended continuing and strengthening supports for English Learners through designated English Language Development, intervention services, instructional support staff, and ongoing professional development. The ELPAC recommended expanding academic supports and intervention for English Learners and increasing family workshops. The adopted action sustains the designated ELD classroom and instructional aide, integrated ELD professional development across all disciplines, the Ellevation platform, and the English Learner Program Coordinator position to coordinate consistent support across classrooms, along with strengthened Newcomer and family support.

- **Action 7, Long-Term English Learner Language Acquisition and Reclassification.** The ELPAC's recommendation to expand academic supports and intervention for English Learners and to build leadership and college and career readiness skills, together with teacher and administrator feedback on English Learner supports, informed this targeted action. The adopted action provides daily ELD support, small-group instruction focused on the academic language required for reclassification, Expanded Learning Opportunities Program tutoring access, Ellevation monitoring, and coordinated oversight and reclassification tracking through the English Learner Program Coordinator.

Goal 2: Instructional Quality and Effective Educators

- **Action 1, Credentialed Educators for Every Classroom.** This action was driven primarily by the comprehensive needs assessment, in particular the mid-year loss of the seventh-grade English language arts and eighth-grade mathematics teachers and the demonstrated effect of teacher quality on student growth, and by the basic-services priority. Classified staff feedback on prioritizing the long-term sustainability of successful programs as one-time funding expires is relevant to the staffing commitment, while teacher and administrator feedback on the centrality of strong instruction provides general support. No partner specifically recorded a request for this action in the engagement summary.
- **Action 2, Professional Development and Instructional Leadership.** Teachers recommended continued investment in instructional coaching, professional development, and data analysis systems, and identified professional development on intervention strategies, differentiated instruction, classroom engagement, and meeting the needs of diverse learners as an area for growth. Administrators recommended continuing data-driven instruction. The SELPA's recommendations on professional development for staff serving Students with Disabilities also inform the special education focus area within this action. The adopted action sustains the 10 summer and 5 non-instructional professional development days, ongoing professional development, induction support, Weekly Planning Meetings, and the high-impact instructional strategies named in the action.
- **Action 3, Standards-Aligned Curriculum for Every Student.** This action advances the basic-services and state-standards priorities (Priorities 1 and 2) and was not the subject of specific recorded feedback from educational partners. The general partner support for rigorous, standards-aligned instruction is consistent with it, but the action is principally compliance-driven.
- **Action 4, Technology to Power Teaching and Learning.** No specific educational partner feedback on technology access was recorded in the engagement summary. This action advances the basic-services priority and supports the i-Ready and data systems that partners did endorse, including the diagnostic and progress-monitoring tools referenced in Goal 1.

Goal 3: Family and Community Engagement

- **Action 1, Safe and Supportive Learning Environment and Student Engagement.** Students and the SAC identified the positive school culture, safe and welcoming environment, restorative discipline, and schoolwide expectations as strengths and requested continued enrichment, leadership, mentoring, field trips, and affinity groups. Administrators recommended maintaining investment in school climate and engagement, parents recommended continuing a positive school culture and safe environment, and the PAC recommended funding a positive school culture. The adopted action sustains the Falcon P.R.I.D.E. Pledge and PBIS, enrichment and recognition activities, the Newcomer and African American affinity groups, attendance incentives and daily bus pick-up, the Campus Safety Officer and School Safety Plan coordinated with the co-located campus, and the Panorama climate survey.
- **Action 2, Family Engagement in Decision-Making.** Parents, the PAC, and the ELPAC emphasized the value of parent voice in school decision-making, and the ELPAC specifically recommended increasing opportunities for parents to volunteer and participate. The ELPAC and the Goal 3 analysis also identified language as a barrier to family participation. The adopted action formalizes the advisory structure of the ELAC/DELAC, ELPAC, PAC, and SAC and commits to translation and interpreter services so that language barriers do not prevent meaningful participation.
- **Action 3, Parent and Family Engagement.** Administrators recommended increasing family engagement and communication. Teachers identified increasing family participation as an area for growth. Parents recommended maintaining consistent communication and meaningful involvement

opportunities, and the PAC emphasized the value of school events, family workshops, and regular communication. The ELPAC recommended increasing family workshops to help parents support learning at home and increasing parent volunteering. The adopted action sustains ParentSquare and PowerSchool communication in English and Spanish, Coffee with the Principal, the Parent Coordinator's workshops, the effort to bring parents on board with the i-Ready system, expanded Newcomer family support, and the addition of an attendance clerk to support family outreach.

- **Action 4, Safe, Clean, and Well-Maintained Facilities.** This action is principally driven by facilities-compliance requirements, including the annual Facility Inspection Tool assessment, SARC and Local Indicator reporting, and the Proposition 39 Memorandum of Understanding with the co-located campus, rather than by specific recorded partner feedback. Parent and staff participation on the School Safety Team, noted under Action 1, connects the broader school community to safety planning.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Continue to strengthen its Multi-Tiered System of Support in alignment with the California Community Schools Framework, through integrated support services and extended learning time and opportunities, providing every student with a coherent, student-centered system of support that uses data to identify and address each student's academic, social, emotional, behavioral, and mental health needs and connects students to aligned services and enriched learning opportunities beyond the regular school day, so that achievement and opportunity gaps are closed across all student groups and every student demonstrates measurable academic growth and is prepared to succeed in high school and higher education.	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.

Interconnected Needs Across Indicators: Watts Learning Center Charter Middle School developed this broad goal because its needs assessment shows that student outcomes are interconnected and cannot be improved in isolation. The school's review of its 2025 California School Dashboard results and local data identified strengths alongside persistent gaps that consistently affect the same student groups. In English language arts, a majority of the school's numerically significant student groups outperformed their statewide counterparts, while the English Learner and Students with Disabilities student groups remained below state. In mathematics, the schoolwide result and most student groups performed below the state, with the Students with Disabilities student group showing the greatest need. English Learner progress, as measured by the English Learner Progress Indicator and reclassification rates, declined over multiple years before beginning to recover. Chronic absenteeism, though substantially reduced schoolwide, remained elevated for African American and English Learner students. Suspension rates declined in performance level schoolwide and revealed a pronounced disparity for African American students and an elevated rate for students with disabilities. Across these indicators, the same students experience overlapping academic, engagement, and belonging needs, which is why the school determined that a single, coordinated, whole-child approach would be more effective than separate, siloed goals.

The Disciplined Use of Data to Close Gaps: Central to this approach is the disciplined use of data to ensure that achievement gaps are closed. The school's most consistent evidence of progress, including accelerated reading growth, renewed growth in mathematics, and reductions in chronic absenteeism, has emerged where the systematic collection, analysis, and use of data has guided the services students receive. The school therefore commits to using data to identify each student's needs, to match supports and interventions to those needs, to monitor progress toward closing gaps for the student groups furthest from opportunity, and to refine the services students receive based on their demonstrated effect on student outcomes.

Aligning MTSS with the Community Schools Framework: To meet these needs, the school has implemented a Multi-Tiered System of Support that provides academic, social-emotional, behavioral, and mental health supports, and this past year it began integrating components of the four pillars of the California Community Schools Framework. This goal aligns that work most directly to two pillars. The pillar of integrated support services is the structural heart of the school's MTSS, expressed through tiered academic intervention, counseling services that address needs such as grief and homelessness, targeted push-in and pull-out supports for English Learners and students with disabilities, and the data-driven matching of each student to the supports they need. The pillar of extended learning time and opportunities is expressed through Saturday School, after-school tutoring, and the affinity spaces and extracurricular engagement that strengthen belonging and extend learning beyond the regular school day. The goal also reinforces the Framework's remaining pillars, drawing on collaborative leadership and practices through the school's Weekly Planning Meetings and data-informed culture, and on family and community engagement through its partnership with families in student learning. By organizing its work around these aligned structures and grounding them in disciplined use of data, the school can address the academic, social, emotional, and behavioral dimensions of student need through one coherent system.

The Rationale for a Broad Goal: The goal is intentionally broad because the school's strongest evidence points to belonging, connectedness, instructional quality, coordinated support, and the disciplined use of data as the shared drivers of progress across every indicator. A broad goal allows the school to hold these elements together, to direct services and resources to the student groups furthest from opportunity, and to ensure that gains in one area, such as attendance or school climate, reinforce gains in academic achievement rather than competing with them. This goal therefore commits the school to a student-centered, evidence-based system in which equity, measured by the closing of gaps for all student groups, is the central organizing aim.

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 -18.9 EL -71.9 SED -18.7 African American -31.2 Hispanic -17.7	2023-24 ELA CAASPP DFS All Students -17 EL -64.4 LTEL -92.4 SED -17 African American -49.4 Hispanic -10.7	2024-25 ELA CAASPP DFS All Students -29 EL -68.8 LTEL -75.6 SED -29 SWD -98.4 African American -38.1 Hispanic -27.1	2025-26 ELA CAASPP DFS All Students -30 EL -70 LTEL -77 SED -30 SWD -100 African American -40 Hispanic -29	All Students: -10.1 EL: +3.1 *LTEL: N/A SED: -10.3 *SWD: N/A African Am: -6.9 Hispanic: -9.4 *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 -101.6 EL -150.2 SED -101.3 African American -116.5 Hispanic -99.9	2023-24 Math CAASPP DFS All Students -80 EL -115.5 LTEL -162.7 SED -80 African American -121.5 Hispanic -72	2024-25 Math CAASPP DFS All Students -92.8 EL -124.5 LTEL -134.5 SED -92.8 SWD -165.1 African American -101.9 Hispanic -91.4	2025-26 Math CAASPP DFS All Students -90 EL -122 LTEL -130 SED -90 SWD -160 African Ameri -98 Hispanic -89	All Students: +8.8 EL: +25.7 *LTEL: N/A SED: +8.5 *SWD: N/A African Am: +14.6 Hispanic: +8.5 *Not numerically significant in either Baseline or Y2 Outcome

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3	CA Science Test Source: CAASPP Website/CA School Dashboard	2022-23 CAST (% Met/exceeded) All Students 13.42% SED 13.10% Hispanic 13.28% Source: CAASPP Website	2023-24 CAST (% Met/exceeded) All Students 24.16% SED 24.65% Hispanic 25.00% Source: CAASPP Website	2024-25 CAST (% Met/exceeded) All Students 19.85% SED 19.85% Hispanic 19.20% Source: CAASPP Website 2024-25 CAST (Science Points) All Students 48.8 EL 40.9 SED 48.8 Hispanic 48.5 Source: Dashboard	2025-26 CAST (Science Points) All Students 48.6 EL 40.5 SED 48.6 Hispanic 48.5	All Students: +6.43% SED: +6.75% Hispanic: +5.92%
4	% EL who made progress towards English Language Proficiency Source: ELPI – CA School Dashboard	53.7% (EL) Source: 2023 Dashboard	38.5% (EL) 41.3% (LTEL) Source: 2024 Dashboard	43.9% (EL) 48.8% (LTEL) Source 2025 Dashboard	44.7% (EL) 49.9% (LTEL)	EL: -9.8% *LTEL: N/A *Not numerically significant in either Baseline or Y2 Outcome
5	% students English Language Proficiency for Summative ELPAC Source: ELPAC website	2022-23: 18.6%	2023-24:5.9%	2024-25: 13.2%	2025-26: 19%	-5.4%
6	Reclassification Rate Source: CALPADS	2022-23: 28%	2023-24: 13.5%	2024-25: 5.2%	2025-26: 10%	-22.8%
7	Attendance Rate Source: CALPADS	2022-23: 91.4%	2023-24: 93.4%	2024-25: 92.6%	2025-26: 93%	+1.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8	Chronic Absenteeism Rates Source: CA School Dashboard	2022-23 Chronic Absenteeism % All Students 33.8% EL 36.3% SED 34.1% SWD 44.7% African American 54.7% Hispanic 28.6%	2023-24 Chronic Absenteeism % All Students 22.9% EL 21.8% LTEL 29.4% SED 22.9% SWD 44.7% African American 43.8% Hispanic 18.6%	2024-25 Chronic Absenteeism % All Students 26.8% EL 25.0% LTEL 14.6% SED 26.8% SWD 27.0% African American 38.5% Hispanic 24.8%	2025-26 Chronic Absenteeism Rate All Students 23.0% EL 22.0% LTEL 22.0% SED 23.0% SWD 25.0% African Ameri 36.0% Hispanic 22.0%	All Students: -7% EL: -11.3% *LTEL: N/A SED: -7.3% SWD: -17.7% African Am: -16.2% Hispanic: -3.8% *Not numerically significant in either Baseline or Y2 Outcome
9	Middle School Dropout Rate Source:	2022-23: 0%	2023-24: 0%	2024-25: 0%	2025-26: 0%	0%
10	Suspension Rate Source: CA School Dashboard	2022-23 Suspension Rate % All Students 10.6% EL 10.9% SED 10.5% SWD 20.5% African American 24.4% Hispanic 7.6%	2023-24 Suspension Rate % All Students 4.3% EL 6.2% LTEL 9.8% SED 4.3% SWD 15.8% African American 10.8% Hispanic 3.1%	2024-25 Suspension Rate % All Students 6.3% EL 4.0% LTEL 6.1% SED 6.3% SWD 13.5% African American 18.5% Hispanic 4.0%	2025-26 Suspension Rate All Students 2% EL 1% LTEL 0% SED 2% SWD 6% African American 9% Hispanic 1%	All Students: -4.3% EL: -6.9% *LTEL: N/A SED: -4.2% SWD: -7% African Am: -5.9% Hispanic: -3.6% *Not numerically significant in either Baseline or Y2 Outcome
11	Expulsion Rate Source: Dataquest	2022-23: 0%	2023-24: 0%	2024-25: 0%	2025-26: 0%	0%
12	% students participating in elective course or enrichment. Source: Master Schedule, CALPADS	2022-23: 100%	2023-24: 100%	2024-25: 100%	2025-26: 100%	0%
13	% students participating in in all 5 Components of the Physical Fitness Test (PFT): Grade 7	2022-23: 98.6%	2023-24: 100%	2024-25: 98%	2025-26: 100%	-0.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: SARC					

NOTE: Watts Learning Center Charter Middle School currently serves grades 6-8, 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:
  - 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: This action has been partially implemented at Watts Learning Center Charter Middle School. Currently, 15 of 16 instructional positions are filled by credentialed teachers. The one remaining vacancy is an English Language Arts (ELA) position, which became available when a teacher departed mid-year. The school has conducted interviews with multiple candidates; however, a suitable replacement has not yet been identified. The search remains ongoing. To ensure continuity of instruction during this period, three in-house substitute teachers have been retained. Prior to the start of the school year, all staff participate in 10 professional development (PD) days dedicated to training and preparation. Professional development continues on a weekly basis throughout the academic year, supplemented by five additional non-instructional days allocated for data analysis and instructional planning informed by that data.

Challenges: Recruiting appropriately credentialed teachers to fill open positions has proven difficult. The school has utilized multiple hiring platforms and has interviewed all eligible candidates. Ongoing negotiations with prospective candidates continue as the school works to identify the most appropriate hire for the remaining ELA position.

Successes: During the previous academic year, the school successfully hired three new teachers in ELA, science, and physical education, all of whom have demonstrated a high level of professional quality. These educators are either new to the teaching profession or new to serving the school's student demographic. With the exception of the physical education teacher, all new hires are currently receiving instructional coaching provided by the principal and instructional interventionists. The three in-house substitute teachers have delivered the level of instructional consistency that was anticipated and planned for.

The 10 PD days held at the beginning of the school year successfully aligned staff around shared expectations, goal-setting, and professional growth. Additionally, the implementation of Weekly Planning Meetings has strengthened collegial relationships and established clear expectations related to instructional planning and delivery.

Action 1.2: Students have completed both the Beginning of Year (BOY) and Middle of Year (MOY) i-Ready assessments, with the school meeting its 95% participation goal in both Reading and Math for each assessment cycle. To support consistent and meaningful engagement with the i-Ready platform, the school developed and implemented a Weekly i-Ready Usage and Lessons-Passed Tracker. This tool ensures that all students are utilizing the My Path feature with fidelity, contributing to stronger performance on the MOY assessment. The tracker also functions as a mechanism for monitoring whether students are receiving the differentiated instruction necessary to advance to the next proficiency level.

The principal, in collaboration with the leadership team, collects, disaggregates, analyzes, and presents student achievement data to teachers and staff on a regular basis to inform instructional decision-making. Teachers subsequently share this data with students during Weekly Data Chats, fostering student awareness of and accountability for their academic progress.

Challenges: The collection, disaggregation, and presentation of data in a manner that is both meaningful and actionable requires a significant investment of time and resources. Ensuring that this process consistently supports teachers in meeting their instructional goals remains an ongoing consideration. Additionally, motivating students to approach assessments with the level of seriousness required to produce valid and useful data has presented a recurring challenge.

A further challenge involves the capacity of advisory teachers to support students in mathematics. In some cases, teachers whose content expertise lies outside of mathematics, such as an eighth-grade history teacher assigned to support students on i-Ready Math, may find it difficult to guide students effectively. This difficulty is compounded by differences between current instructional approaches to mathematics and the methods with which some teachers were originally taught.

Successes: The development of the i-Ready Usage and Lessons-Passed Tracker has been a notable success. Both teachers and students have demonstrated increased investment in the weekly lessons, and there is greater student understanding of the relationship between the BOY, MOY, and End of Year (EOY) assessments and their individual learning goals. The school has also introduced data-driven incentives to sustain student motivation and engagement throughout the assessment cycle.

Action 1.3: Mathematics continues to be a primary area of focus for the current academic year. Schoolwide efforts have been directed toward ensuring that all students consistently meet their i-Ready usage goals, with the intention of subsequently shifting emphasis toward the Lessons Passed goal. Assessment data indicates that students in mathematics are progressing in a positive direction. At the Beginning of Year (BOY) assessment, 53% of students were performing three or more grade levels below; by the Middle of Year (MOY) assessment, it decreased to 45%, representing an 8-percentage-point reduction. The percentage of students performing two grade levels below increased modestly from 13% to 15%, and the percentage performing one grade level below increased from 8% to 10%. Students performing at or above grade level increased from 9% at BOY to 14% at MOY. This upward trend in on-grade-level performance, accompanied by a reduction in the proportion of students in the three-or-more grade levels below category, was consistent across all three grade levels: sixth, seventh, and eighth grade.

To strengthen core instruction, Study Smart Tutors were embedded in math classrooms two to three days per week to facilitate small-group instruction. The Math Interventionist and Reading Interventionist provide ongoing support to classroom teachers with the goal of improving the quality of Tier I instruction. Within this model, the classroom teacher is responsible for delivering high-quality, rigorous Tier I instruction, designing instructional groupings, and providing

scaffolding. Tutors and interventionists serve as supplementary supports that enable the teacher to execute the instructional plan within small-group settings. Interventionists also provide instructional coaching and feedback to teachers, as well as direct Tier II support to students with identified needs.

Saturday School commenced following winter break and is specifically designed to target students performing multiple grade levels below proficiency. While attendance recovery is permitted, the primary purpose of Saturday School is to address foundational skill gaps and improve student performance on the Smarter Balanced Assessment Consortium (SBAC). The timing of Saturday School, beginning after winter break and continuing through the pre-testing period, is intentional; it is designed to provide sustained additional support without contributing to burnout among students or staff. Summer School and Summer Enrichment are scheduled to begin the week following the close of the academic year in June.

The schoolwide Dashboard Math Indicator is currently rated Orange, compared to the statewide rating of Yellow. The school's 2025 schoolwide Distance from Standard (DFS) score in mathematics is -92.8, which is below the state average of -42.4 DFS.

The following intentional systems and strategies have been implemented to improve Tier I math instruction, student engagement, and academic growth:

To improve comprehension and problem-solving consistency, all math teachers received training on a unified, schoolwide approach to annotating math word problems. This strategy builds students' capacity to identify relevant information and develop solution strategies. It also promotes instructional consistency across classrooms and eliminates the need for students to navigate multiple annotation systems across grade levels.

Weekly i-Ready Math usage and lessons-passed goals have been established for all students and advisory groups. Progress is tracked daily by the advisory teacher, reviewed weekly with teachers and administrators during the Weekly Staff Meeting, and used to identify students requiring additional academic support and to remove barriers to access. This data-driven approach facilitates early identification of learning gaps and enables timely instructional adjustments.

Every student participates in a weekly Data Chat with a teacher or instructional aide to monitor progress toward i-Ready Math goals. During these sessions, the advisor or instructional aide addresses barriers to learning, including attendance, academic needs, and social-emotional concerns, while reinforcing individual student goals. These conversations build relationships, promote student ownership of learning, and ensure that no student's needs go unaddressed.

Students with Disabilities (SWD) receive targeted push-in and pull-out interventions focused on addressing gaps in mathematical understanding that are essential to overall math growth. These interventions are aligned to each student's individualized instructional goals in mathematics and are designed to promote skill transfer and increase access to grade-level content.

Saturday School has been implemented with a targeted focus on mathematics to provide additional instructional time for students with the most significant needs. It creates structured opportunities for the re-teaching of priority standards and allows teachers to design targeted support for students performing below grade level.

The school has partnered with Study Smart Tutors, who are embedded in math classrooms three times per week. These tutors provide in-the-moment academic support, assist with small-group instruction, and reinforce Tier I lessons without removing students from core instructional time.

Overview: English Language Arts: The school is not currently utilizing Achieve 3000 or StudySync for reading intervention. In their place, the school has implemented i-Ready Reading and Lexia Core5 (My Lexia). Both programs have demonstrated positive outcomes and are in alignment to the school’s tiered intervention. Students are engaging with i-Ready with fidelity, and MOY scores reflect measurable growth. Lexia, while recently introduced, has received consistently positive feedback from teachers regarding student response and engagement. NearPod and Flocabulary are in active use across classrooms. Most classrooms currently have a classroom library; however, all ELA classrooms are equipped with one. Expanding classroom libraries to all other content area classrooms has been identified as an area for further development.

Watts Learning Center Charter Middle School continues to demonstrate relative strength in English Language Arts, with a majority of numerically significant student groups outperforming their respective statewide averages in 2025. Notably, African American students, Hispanic students, Long-Term English Learners (LTEL), and Socioeconomically Disadvantaged (SED) students outperformed the CA performance for ELA. These outcomes reflect the impact of the school's

commitment to strong Tier I instruction, consistent literacy routines, and data-driven instructional planning. To address areas of need, particularly for English Learners (EL) and Students with Disabilities, the school has prioritized targeted small-group instruction, designated and integrated English Language Development (ELD) supports, and rigorous progress monitoring through i-Ready diagnostics and formative assessments. These efforts are reinforced through collaborative planning, instructional coaching, and alignment of intervention services to ensure equitable access to grade-level content and continued growth for all learners. African American and Newcomer affinity groups further support this work by removing barriers to learning and fostering a school culture in which students feel safe, affirmed, and prepared to engage academically.

The following systems and strategies have been implemented to improve Tier I instruction, student engagement, and academic growth in ELA:

The school has established a schoolwide emphasis on the Claim, Evidence, Reasoning (C.E.R.) framework. ELA, History, and Science teachers consistently incorporate C.E.R. into instruction to strengthen students' capacity to read for understanding and depth, write with clarity and precision, and analyze text while articulating their reasoning. This shared framework strengthens the overall academic language experience across content areas.

My Lexia has been implemented as an online diagnostic and instructional platform that identifies individual student reading and writing needs, provides personalized learning pathways, and includes teacher-led lesson resources that support targeted instruction in both reading and writing.

Weekly i-Ready Reading usage and lessons-passed goals have been established for all students and advisory groups. Progress is tracked daily by the advisory teacher, reviewed weekly with teachers and administrators during the Weekly Staff Meeting, and used to identify students requiring additional support and to remove barriers to access. This data-driven approach supports early identification of learning gaps and enables timely instructional adjustments.

Students with Disabilities receive targeted push-in and pull-out interventions focused on foundational reading and writing skills necessary for ELA growth. These interventions are aligned to each student's individualized instructional goals and are designed to promote skill transfer and increased access to grade-level content.

Every student participates in a weekly Data Chat with a teacher or instructional aide to monitor progress toward i-Ready ELA goals. During these sessions, barriers to learning, including attendance, academic concerns, and social-emotional needs, are identified and addressed, and individual goals are reinforced. These conversations promote student ownership of learning and ensure consistent monitoring of each student's progress.

Interim Cycle Assessment (ICA) data is used to inform instruction and drive professional development. ICA data provides insight into student performance relative to grade-level standards and is used to guide instructional adjustments and prioritization.

The school has recently begun utilizing Ellevation to support instructional decision-making through real-time student data, benchmark insights, and research-based strategies. This platform supports a cohesive ELD approach designed to accelerate language development while strengthening literacy outcomes.

Challenges: A significant challenge has been the mid-year departure of two teachers, one in mathematics and one in ELA, which required both the Math Interventionist and the Reading Interventionist to assume primary instructional responsibilities in the affected classrooms. This redirection of interventionist capacity has limited their ability to focus on their core responsibilities, which include coaching classroom teachers and providing small-group Tier II support to students in need. A new math teacher has since been hired; however, the ELA position remains vacant at this time.

Additionally, the After School Academic Enrichment program for accelerated students has not yet been implemented. After School Tutoring has been established and is currently serving students who are performing three or more grade levels below proficiency. The school's primary focus this year is on addressing significant academic declines in both ELA and Mathematics across all student groups.

Motivating students to approach assessments with the level of engagement necessary to produce valid, actionable data continues to present a recurring challenge. Furthermore, not all advisory teachers possess the content knowledge necessary to support students in mathematics during advisory periods. For example, an eighth-grade history teacher may encounter difficulty supporting a student on i-Ready Math, particularly given differences between current instructional approaches to mathematics and the methods with which some teachers were originally taught.

Successes: The direct placement of the Math Interventionist and Reading Interventionist in the classrooms most affected by mid-year staffing transitions has proven highly valuable. Recovery of learning loss in those classrooms is actively underway as a result of their sustained presence and instructional support. The Math Interventionist is currently serving all 163 eighth-grade students in mathematics and also supports After School Math Tutoring. The Reading/ELA Interventionist supports all 153 seventh-grade students in ELA, as well as the eighth-grade science teacher and one sixth-grade self-contained teacher.

Saturday School is operating successfully, with an average of 30 students attending per week. Instruction is addressing both foundational skill deficits and grade-level content, providing students with a broad range of academic support.

The development and implementation of the i-Ready Usage and Lessons-Passed Tracker has been a particularly notable success. Both teachers and students have demonstrated increased investment in weekly i-Ready lessons, and there is greater understanding among students of the relationship between the BOY, MOY, and End of Year (EOY) assessments and their individual learning progress. Data-driven incentives have been introduced to sustain student motivation throughout the assessment cycle.

Action 1.4: The elective courses originally planned and outlined in the 2025-2026 Local Control and Accountability Plan (LCAP) have not been fully implemented as specified. In their place, the school is currently offering an adjusted set of elective courses during the instructional day. Sixth-grade students are enrolled in Music Production, seventh-grade students participate in Art, and eighth-grade students are enrolled in Drama. Drama and Production is offered as a supplementary component to the eighth-grade Drama course, and Yoga is offered as a supplementary component to Physical Education for all grade levels.

Challenges: The primary challenge impeding full implementation of the originally planned elective offerings is the difficulty of recruiting credentialed teachers qualified to teach Coding, Digital Art, and Cartooning. The absence of these courses represents a gap between the elective programming outlined in the LCAP and what has been feasible to deliver given current staffing constraints.

Additionally, preliminary observation suggests that student engagement in the Music Production course may be lower than what might be expected in a Coding course. This warrants further consideration as the school evaluates elective offerings and works toward aligning course options with student interest and the school's broader academic and enrichment goals.

Action 1.5: The action related to maintaining safe and clean school facilities has been fully implemented. No substantive modifications were made.

Challenges: No challenges have been identified in connection with this action.

Successes: Implementation of this action has yielded several consistent and structured practices that support a safe and well-maintained school environment. Monthly meetings are held with the administration of the co-located campus, Dymally High School, to ensure ongoing coordination and communication between the two schools. Weekly walkthroughs conducted in collaboration with custodial staff allow for regular assessment of facility conditions and timely identification of any maintenance needs. Additionally, the school has convened meetings of the School Safety Team, a collaborative body comprising staff, parents, and additional stakeholders, to ensure that safety planning reflects the perspectives of the broader school community.

Action 1.6: Watts Learning Center Charter Middle School has implemented a Positive Behavior Interventions and Supports (PBIS) framework centered on the school's Falcon P.R.I.D.E. values. Students recite the school pledge daily to reinforce shared expectations, a collective sense of responsibility, and a culture of belonging. This foundational practice establishes a consistent behavioral framework that permeates the school environment.

In alignment with the PBIS framework, the school utilizes Kickboard as a digital platform through which staff consistently track, reinforce, and celebrate positive student behavior. Students earn Falcon Dollars on Kickboard for demonstrating Falcon P.R.I.D.E. values in areas such as completing i-Ready goals,

which corresponds to the value of being determined to do one's best. Falcon Dollars may be redeemed for items at the Falcon Store. Both the Kickboard system and the Falcon Store have been well received by students and staff alike. A Dean's List has also been established as part of the school's PBIS recognition structure.

Attendance is addressed through a multi-tiered incentive and intervention system. Weekly attendance goals are incentivized through Free Dress Fridays, and students who demonstrate consistent attendance are rewarded with a field trip to the Santa Monica Pier. To further address transportation barriers, the school has arranged a daily bus pick-up service for students with identified transportation challenges, supporting increased access to school and strengthening student connectedness. Student attendance is discussed during the weekly Data Chat system. Students experiencing persistent attendance difficulties, despite available incentives, are invited to an attendance meeting and placed on an attendance contract. Students who do not meet the terms of their contract are brought in for a secondary meeting at which additional targeted supports are offered, including the assigned bus transportation referenced above.

The school's counselor provides both individual and group counseling services to students, addressing a range of social-emotional needs including grief, homelessness, and other challenges. The Parent Coordinator delivers workshops and services to families on topics including English language acquisition, nutrition and healthy cooking, and domestic violence awareness. The Parent Coordinator also supports families in understanding school data, policies, and systems, empowering parents to more effectively advocate for and support their students academically.

The school has elected not to implement the Crisis Prevention Institute training or the EmpowHer program during the current school year. The decision to forgo EmpowHer was based on scheduling conflicts and budgetary considerations. Crisis situations are managed by the school counselor. In lieu of EmpowHer, the school has established a Black Affinity Group for female-identifying students, providing a supportive space that promotes positive behavior, self-advocacy, and a stronger sense of belonging. A Newcomer Affinity Group has also been implemented to support recently arrived English Learners in feeling welcomed and connected to the school community.

School leadership has intentionally developed and implemented multiple, aligned strategies to build and sustain a positive, inclusive, and student-centered school culture. Student recognition and leadership opportunities are central to this effort. Students are publicly acknowledged for positive behavior and citizenship during schoolwide celebrations. Activities such as Student versus Staff Basketball Games, intramurals, and Field Day are designed to cultivate school spirit and strengthen positive relationships between students and adults. The Watts Up Morning Show, a student-led platform, promotes creativity, leadership development, and peer inspiration, further elevating student voice and engagement.

Progress toward sustaining a positive school culture is monitored through Kickboard behavior data, attendance data, participation rates in school activities, and student, staff, and family surveys. School leadership regularly analyzes this data to identify trends, celebrate successes, and make informed adjustments to practices and supports.

Challenges: The school no longer has a Dean of Culture or Dean of Students, and that position was eliminated. To address this gap, school leadership has utilized a Teacher on Special Assignment (TOSA) with prior extensive administrative experience as an additional support. The TOSA’s familiarity with school systems and operational logistics has helped to maintain consistency in former processes during this transitional period. However, the absence of a dedicated culture and discipline administrator continues to present a structural challenge.

Despite the range of incentive and intervention strategies in place, attendance remains an ongoing area of concern. Leadership has conducted attendance meetings, developed individualized attendance contracts, and worked collaboratively with families to identify and address barriers. While meaningful progress has been made, the school continues to refine its strategies to further reduce chronic absenteeism and sustain a strong, positive school culture for all students.

Successes: The overall culture of the school has grown noticeably more positive and welcoming, and students are demonstrating greater cooperation and engagement. Several measurable indicators reflect this progress. The school's suspension rate has been zero for the past three months. According to a recent student survey, 62% of students report feeling a sense of belonging at the school, compared to approximately 30% reported in the prior year. Average Daily Attendance (ADA) for the current year is approaching the school's 95% goal, an improvement over the prior year's rate of approximately 93%. Chronic

absenteeism currently stands at approximately 29%, reflecting a downward trend attributable in part to the school's sustained PBIS and attendance intervention efforts.

The implementation of the Newcomer Affinity Group has contributed to an increase in the reclassification rate among English Learners, as students in this group have reported greater feelings of welcome and connection to the school community. Social-emotional learning (SEL) survey data further confirms positive growth in student wellbeing and sense of belonging.

Action 1.7: Watts Learning Center Charter Middle School maintains an inclusive Special Education (SpEd) program in which all identified students receive push-in services, pull-out services, or a combination of both, depending on their individualized needs. Students with Disabilities (SWD) are actively identified and encouraged to participate in both enrichment and intervention activities. Pull-out sessions provide dedicated time for small-group targeted instruction aligned to each student's Individualized Education Program (IEP). One parent and family workshop has been held this academic year for families of students receiving special education services, and parent training opportunities provided by the Los Angeles Unified School District (LAUSD) continue to be shared with SpEd families on an ongoing basis.

The Assistant Principal oversees the Special Education program to ensure that IEPs are implemented with fidelity and that all students receive the minutes of service specified in their plans. Professional development has been provided to general education staff to strengthen their understanding of the needs of students with disabilities and to equip them with strategies to provide appropriate support within the inclusive classroom setting. The school has also worked intentionally to cultivate a schoolwide culture of belonging, which has contributed to improvements in attendance and a reduction in suspension rates, two areas in which students with disabilities had previously been disproportionately represented. Weekly check-ins and other targeted interventions are monitored to ensure that supports are in place to increase attendance and reduce the likelihood of suspension among this student population.

Challenges: Both Special Education teachers have been identified as requiring additional professional development and training to more effectively support students with disabilities and their families. Strengthening the instructional and compliance capacity of the SpEd teaching staff is a priority for continued program improvement.

Additionally, current data indicates that some SWD are not consistently meeting their weekly i-Ready usage and lessons-passed goals, suggesting that further work is needed to ensure this student group receives the full benefit of differentiated digital instruction and support. Continued education and capacity-building for both staff and families around strategies that promote academic growth and IEP goal attainment for students with disabilities remains an identified area of need.

Successes: The Assistant Principal meets weekly with the Special Education team to ensure ongoing compliance with IEP requirements and program standards. As a result of this oversight structure, students are consistently receiving the minutes of service mandated by their IEPs. The school has implemented tracking of SpEd student weekly i-Ready usage and lessons-passed data to ensure that this subgroup is appropriately monitored and supported, and to prevent this population from being overlooked within broader schoolwide data systems. Middle of Year (MOY) assessment data reflects measurable growth among Students with Disabilities, affirming that current supports are having a positive impact.

Action 1.8: Watts Learning Center Charter Middle School implemented the PBIS action with strong overall fidelity during the current school year. The PBIS framework was consistently reinforced through clearly defined behavioral expectations, adult modeling, and intentional recognition systems aligned to the school's Falcon P.R.I.D.E. values. Staff regularly reinforced expected behaviors through positive praise, structured incentives, and schoolwide rewards, while also utilizing logical consequences and restorative practices in response to off-task or unsafe behavior. Students requiring targeted behavioral support received additional, individualized interventions such as Check-In/Check-Out systems and behavior contracts, designed to build self-regulation skills and increase positive engagement with the school community.

Staff continued to utilize student behavior data to identify patterns and respond with appropriate interventions, including parent and family communication and collaborative behavior goal-setting. The school also maintained proactive supervision and structured routines during high-traffic periods, including transitions, nutrition breaks, lunch, and dismissal, to reduce behavioral incidents and strengthen student accountability. All major components of this action were implemented as planned.

School leadership has intentionally developed and implemented a multi-tiered approach to building and sustaining a positive, inclusive, and student-centered school culture. These strategies are designed to promote belonging, accountability, positive behavior, and strong relationships among students, staff, and families.

Challenges: The primary challenges encountered in implementing this action involved maintaining consistent application of PBIS practices across all classrooms and ensuring that staff had sufficient time and targeted training to utilize PBIS systems with fidelity. Additional barriers included identifying incentives that effectively motivated students and developing systems that were both manageable and impactful. As a result of these challenges, the school operated the Falcon Store twice per month rather than on a weekly basis as originally intended. To improve schoolwide consistency, leadership revisited behavioral expectations following major holidays and school breaks and strengthened communication among teachers, support staff, and families to re-establish shared expectations upon students' return.

Successes: Since the implementation of this action, Watts Learning Center Charter Middle School has observed several meaningful positive outcomes. Student awareness of behavioral expectations has increased, and engagement with Falcon P.R.I.D.E. systems has strengthened, including greater student motivation to demonstrate respect, responsibility, and safety. The school has maintained a suspension rate of zero for the past three months. Staff have also reported improved classroom routines and a reduction in repeated behavioral disruptions. The PBIS framework has further supported student accountability by providing structured opportunities for students to reflect on their behavior, practice appropriate conduct, and engage in restorative processes when conflicts arise.

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 is an explanation of the material differences between budget expenditures and estimated actual expenditures for the actions under this goal:

- **Goal 1, Action 1: Comprehensive System of Assessments of Learning (i-Ready Assessments)**: The estimated actual expenditures for this action exceeded the budgeted expenditures as a result of the addition of the i-Ready assessment platform, resulting in a significant increase in cost. The investment was essential to measuring and monitoring student progress, evaluating program effectiveness, and ensuring that the school's tiered academic intervention system is informed by current, valid, and reliable student data. Because the i-Ready Diagnostic is administered three times per year to all students in grades six through eight and directly informs weekly Data Chats, intervention placement, and Tier I instructional adjustments, the school determined that the increased cost was necessary to deliver the action as designed and to support the academic outcomes for unduplicated students described in the contributing actions explanation.
- **Goal 1, Action 2: Tiered Academic Intervention and Support Through MTSS (After School and Saturday School Program)**: The estimated actual expenditures for this action exceeded the budgeted expenditures as a result of additional costs associated with the After School and Saturday School Program, specifically facility leasing costs. The school's facility is leased from the Los Angeles Unified School District (LAUSD) under the school's Proposition 39 co-location agreement at Dymally High School, and the operation of after-school and Saturday programs outside the regular school day requires additional facility-use costs that were not fully reflected in the initial budget. The school determined that these additional facility costs were necessary to deliver the extended learning components of the action, which provide critical Tier II and Tier III academic intervention for students performing multiple grade levels below proficiency and serve as a primary mechanism for accelerating learning recovery for unduplicated students.

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

Action 1.1: This action was effective. The new hires have made a meaningful contribution to the school's overall staff capacity. According to the most recent staff survey, 92.5% of respondents rated the school climate as somewhat positive to extremely positive, while 7.4% (two staff members) rated it as slightly positive or not positive. Professional development days and the emphasis on Weekly Planning Meetings have supported measurable progress toward the school's stated goals. Furthermore, 81.5% of staff indicated that school leadership was supportive, reflecting a positive response to both the Weekly Planning Meeting initiative and staff development efforts. The presence of consistent, credentialed, and supported teachers is a contributing factor in sustaining academic gains and advancing the school's efforts to close existing achievement gaps.

Action 1.2: This action has proven highly effective in supporting students in addressing learning gaps. Growth observed from the BOY to MOY assessment data confirms the positive impact of these efforts. The implementation of the tracker and its weekly display to staff and students have been particularly impactful. The percentage of teachers meeting their i-Ready minutes-used goal increased substantially, rising from approximately 10% in August to 90% by January. Similarly, the average weekly lessons-passed rate improved from below 10% to approximately 50%, reflecting meaningful progress in student engagement and instructional follow-through.

Action 1.3: This action has demonstrated meaningful effectiveness in supporting students in addressing learning gaps. Growth from BOY to MOY assessment data confirms the positive impact of these combined efforts. The implementation of the tracker and its weekly presentation to staff and students have been impactful: the percentage of teachers meeting their i-Ready minutes-used goal increased from approximately 10% in August to 90% by January, and the average weekly lessons-passed rate improved from below 10% to approximately 50%.

Teachers are receiving instructional coaching and support from both the principal and the interventionists, and students are benefiting from small-group instruction facilitated by interventionists. One area identified as less effective is the development of engaging classroom libraries. The school currently lacks an attractive, student-centered library presence in all classrooms, and no systematic monitoring process exists for tracking independent student reading beyond i-Ready Reading each week. Both areas have been identified for future development.

Typical Growth Data by Student Group: The following typical growth rates have been recorded for the current year by student subgroup:

In Mathematics, typical growth rates are as follows: English Learners, 69%; Students with Disabilities, 15%; Socioeconomically Disadvantaged students, 43%. In English Language Arts, typical growth rates are as follows: English Learners, 56%; Students with Disabilities, 44%; Socioeconomically Disadvantaged students, 50%.

Action 1.4: This action was partially effective. The school did not fully implement the elective courses originally planned and outlined in the 2025-26 Local Control and Accountability Plan. In their place, the school provided an adjusted set of electives during the instructional day, ensuring that all students continued to have access to arts and enrichment coursework. Sixth-grade students were enrolled in Music Production, seventh-grade students participated in Art, and eighth-grade students were enrolled in Drama, with Drama and Production offered as a supplementary component to the eighth-grade Drama course and Yoga offered as a supplementary component to Physical Education for all grade levels. As a result, every student had access to an elective and enrichment experience, even though the specific course offerings differed from those planned.

The primary challenge that prevented full implementation was the difficulty of recruiting credentialed teachers qualified to teach the originally planned Coding, Digital Art, and Cartooning courses. The absence of these courses represents a gap between the elective programming outlined in the LCAP and what was feasible to deliver given current staffing constraints. In addition, preliminary observation suggests that student engagement in the Music Production course may be lower than what might be expected in a Coding course, which warrants further consideration as the school evaluates its elective offerings.

Going forward, the school will work to align its elective offerings with student interest and its broader academic and enrichment goals, including continued efforts to recruit credentialed teachers for the planned technology and arts electives, so that the elective program both reflects student interest and can be staffed and sustained.

Action 1.5: This action was highly effective and was fully implemented as planned, with no substantive modifications and no challenges identified. The school maintained a safe and clean learning environment for all students and staff throughout the year through consistent, structured facility and safety practices.

Several of these practices proved particularly valuable. The school held monthly meetings with the administration of the co-located campus, Dymally High School, ensuring ongoing coordination and communication between the two schools regarding the shared facility. Weekly walkthroughs conducted in collaboration with custodial staff allowed for regular assessment of facility conditions and the timely identification of any maintenance needs, supporting a proactive rather than reactive approach to facility upkeep. The school also convened meetings of the School Safety Team, a collaborative body comprising staff, parents, and additional stakeholders, ensuring that safety planning reflected the perspectives of the broader school community.

Taken together, these coordinated practices sustained a safe, clean, and well-functioning learning environment and reinforced strong communication with the co-located campus and the school community. Because this action achieved its intended purpose without obstacles, the school will continue these practices into the 2026-27 school year.

Action 1.6: The implementation of the PBIS framework has proven highly effective. Student belonging data and ADA trends both reflect meaningful positive change attributable to these efforts. This action is directly connected to multiple schoolwide metrics, including academic intervention outcomes, SEL data, suspension rates, and chronic absenteeism rates, because it addresses the foundational conditions necessary for student learning. Research consistently supports the relationship between a student's sense of belonging and their academic engagement and performance, and the school's data reflects this connection. The more students feel safe, supported, and valued, the more likely they are to attend consistently, engage meaningfully, and achieve academically.

Action 1.7: This action has been partially effective. The alignment of IEP goals with i-Ready usage and lessons-passed tracking has been a meaningful step toward ensuring that students with disabilities receive the differentiated instruction necessary to address learning gaps and make progress toward their individualized goals. However, current SpEd data indicates that a significant number of students with disabilities are not yet meeting their weekly i-Ready targets, underscoring the need for more intensive monitoring and support. Sustained efforts to build the capacity of both staff and families in implementing strategies that promote academic excellence and gap closure for students with disabilities will be essential to improving outcomes for this population going forward.

Action 1.8: The effectiveness of this action is being measured through both quantitative and qualitative data sources aligned to LCAP metrics. These include suspension rates, office discipline referral trends, chronic absenteeism data, average daily attendance rates, classroom behavior logs, and staff feedback. The school's suspension rate has declined significantly, with no student suspensions recorded in approximately three months. It should be noted that, due to inconsistent usage of Kickboard during the prior school year, valid comparison data is not available to formally benchmark improvement. Average Daily Attendance (ADA) has increased compared to the prior year, and the percentage of students identified as chronically absent has decreased. Staff survey data indicates that more than 93% of staff rate the school environment as somewhat to extremely positive, reflecting the broader cultural impact of the PBIS framework.

Despite these gains, attendance continues to present an ongoing challenge. In response, leadership has conducted attendance meetings, developed individualized attendance contracts, and worked collaboratively with families to identify barriers and provide targeted supports. While meaningful progress has been made, the school remains committed to refining its strategies to further improve attendance outcomes and sustain a strong, positive school culture for all students. The PBIS system continues to contribute to a positive, equitable school environment by ensuring that students receive both recognition for positive behavior and structured behavioral support when needed.

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 Middle 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 Middle 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 Middle 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. As the primary local diagnostic measure, the school will administer the i-Ready Diagnostic (LREBG funded: $24,720) in both reading and mathematics three times per year, in the beginning, middle, and end of the year, for all students across all grade levels. These three administrations establish a baseline, measure mid-year progress, and capture end-of-year growth, allowing the school to track each student's typical growth and grade-level placement throughout the year. The school will also administer the Interim Comprehensive Assessments and all state-mandated assessments as required, including the Smarter Balanced Summative Assessments and the Summative English Language Proficiency Assessments for California, ensuring full compliance with state testing requirements while integrating the resulting data into the school's instructional planning. The Leadership and teachers will use the second Interim Comprehensive Assessment data set to determine which grade-level standards to target during the end-of-year Final Push. **Fidelity of Implementation: i-Ready Usage and Lessons Passed Tracker** To ensure these assessments translate into improved outcomes, the school will require that i-Ready usage and the Lessons Passed Tracker are implemented with fidelity by all teachers. Consistent with the 2026-27 plans of action, the school will establish from the first weeks of the year the expectation that all students pass two or more i-Ready lessons each week, moving the strongest period of i-Ready engagement earlier in the year. Teachers will monitor progress through the Lessons Passed Tracker and use the resulting data in weekly Data Chats with every student, addressing barriers such as attendance, academic needs, or social-emotional concerns. This consistent, schoolwide implementation ensures that the i-Ready instructional pathways are used as intended and that no classroom or student group is left without the benefit of the program. **Data Collection, Disaggregation, and Reporting** The school's leadership will collect and disaggregate all student achievement data by grade level and by student group, including English Learners, students with disabilities, socioeconomically disadvantaged students, and student groups identified by race and ethnicity, so that performance and growth can be examined for the student groups furthest from opportunity. Leadership will	$24,720	N

Action #	Title	Description	Total Funds	Contributing
		present this disaggregated data to the school's educational partners, including teachers, the leadership team, the Parent Advisory Committee, the English Learner Advisory Committee, students, and the governing board, in a manner that is meaningful and actionable. Data will be shared in accessible formats that highlight trends, gaps, and growth, so that each audience can understand the results and act on them. **Purpose: Data-Driven Decision Making and Academic Intervention** The purpose of this assessment and reporting cycle is to ensure data-driven instructional decision making at every level, to identify students in need of academic intervention or supports in a timely manner, and to match those students to the appropriate tier of support within the school's Multi-Tiered System of Support. The data generated through this action directly informs the targeted supports, including small-group instruction, designated and integrated English language development supports for English Learners, push-in and pull-out interventions for students with disabilities, and the Saturday School and after-school tutoring that extend learning beyond the regular school day.		
2	Tiered Academic Intervention and Support Through MTSS,	Watts Learning Center Charter Middle School received a red performance level on the 2023 California School Dashboard for the mathematics academic indicator for all students and for the English learner, socioeconomically disadvantaged, and Hispanic student groups. On the 2024 California School Dashboard, the school received a red performance level for the English language arts academic indicator for the long-term English learner student group and a red performance level for the mathematics academic indicator for the African American student group. On the 2025 California School Dashboard, the school received a red performance level for the mathematics academic indicator for the English learner student group. This multi-year pattern of red performance levels in mathematics and English language arts, concentrated among the school's English learner, socioeconomically disadvantaged, Hispanic, long-term English learner, and African American student groups, establishes the need for the sustained, tiered academic supports described in this action. **Multi-Tiered System of Support Framework** To address these needs, Watts Learning Center Charter Middle School will continue to deliver academic supports through a coherent Multi-Tiered System of Support in which every student receives high-quality, rigorous Tier I instruction, students with identified needs receive Tier II supplemental support, and students with the most significant gaps receive intensive Tier III intervention. Within this	$555,118	Y

Action #	Title	Description	Total Funds	Contributing
		model, the classroom teacher remains responsible for delivering rigorous Tier I instruction, designing instructional groupings, and providing scaffolding, while interventionists and tutors serve as supplementary supports that enable the teacher to execute the instructional plan in small-group settings. The Interventionist (Title I funded: $144,015) will provide targeted Tier 2 instruction , small group intervention, and push-in support. Additionally, the Interventionist will also provide coaching for Instructional Aides to ensure interventions are implemented consistently and effectively to identified students. **Expanded Learning Opportunities Program: Tutoring and Enrichment** Through the Expanded Learning Opportunities Program (ELOP), the school will offer academic tutoring and enrichment (ELOP funded: $$63,861, ASES funded: $36,627; LREBG funded: $30,809) open to all students across all grade levels. This expanded learning time extends beyond the regular school day and includes after-school tutoring for students performing below grade level and academic enrichment for students performing at or above grade level. In 2026-27, the school will implement the After School Academic Enrichment program for accelerated students, which was planned but not yet implemented in 2025-26, so that the school's expanded learning offerings challenge higher-performing students while continuing to support those who are furthest behind. **Mathematics Academic Supports** Mathematics will remain a primary area of focus. The Math Interventionist, and Instructional Aides will provide tiered academic support in mathematics; in addition to tutoring services afterschool (ELOP/ASES); and Saturday School Mathnasium Math Tutors (LREBG funded $20,000). The school will sustain the unified, schoolwide approach to annotating mathematics word problems on which all mathematics teachers were trained, promoting instructional consistency across classrooms and grade levels. Students with Disabilities will receive targeted push-in and pull-out interventions aligned to their individualized mathematics goals. These supports build on measurable 2025-26 progress, during which the percentage of students performing three or more grade levels below standard fell from 53% at the beginning of the year to 45% at the middle of the year, an 8 percentage point reduction, while students performing at or above grade level rose from 9% to 14%, a pattern consistent across sixth, seventh, and eighth grade. **English Language Arts Academic Supports** The school will continue to deliver reading and writing supports through two complementary platforms aligned to its tiered intervention model: i-Ready		

Action #	Title	Description	Total Funds	Contributing
		Reading MyPath and Lexia Core5 (My Lexia). Both platforms diagnose individual student needs, provide personalized learning pathways, and offer teacher-led lesson resources that support targeted instruction in reading and writing. My Lexia, recently implemented, expands the school's capacity to identify and address specific reading and writing needs through individualized instruction. To strengthen academic literacy across content areas, the schoolwide Claim, Evidence, Reasoning (C.E.R.) framework will continue to be embedded in English language arts, history, and science, building students' ability to read for understanding, write with clarity, and articulate their reasoning. To strengthen the people delivering this instruction, the Reading Interventionist will provide coaching to teachers and Tier II support to students. Students with Disabilities will receive targeted push-in and pull-out interventions aligned to their individualized reading and writing goals. Finally, to extend literacy access throughout the school environment, the school will work toward equipping all content-area classrooms with classroom libraries, building on the libraries already in place in every English language arts classroom. **Targeted Supports for English Learners and Students with Disabilities** The school will prioritize targeted small-group instruction, designated and integrated English Language Development supports, and rigorous progress monitoring for English Learners, supported by Ellevation to guide instructional decisions through real-time data and research-based strategies. For Students with Disabilities, the school will align push-in and pull-out interventions in both mathematics and English language arts to each student's individualized instructional goals to promote skill transfer and increased access to grade-level content. **Extended Learning Time: Saturday, Summer, and After School** The school will continue Saturday School with a targeted focus on students performing multiple grade levels below proficiency, beginning after winter break and continuing through the pre-testing period to provide sustained additional support without contributing to student or staff burnout. The school will continue Summer School and Summer Enrichment beginning the week following the close of the academic year. After-school tutoring will continue to serve students performing three or more grade levels below proficiency, complemented by the newly implemented After School Academic Enrichment for accelerated students.		

Action #	Title	Description	Total Funds	Contributing
		Progress Monitoring and Capacity Building Weekly i-Ready usage and lessons-passed goals will be established for all students and advisory groups, tracked daily by advisors, and reviewed weekly with teachers and administrators to identify students requiring additional support and to remove barriers to access. Every student will participate in a weekly Data Chat to monitor progress and address barriers including attendance, academic needs, and social-emotional concerns. To strengthen the capacity of advisory staff to support mathematics during advisory periods, the school will provide professional learning so that advisors across content backgrounds can effectively support students on i-Ready Mathematics. The school will also sustain the data-driven incentives that increased student investment in i-Ready and in the assessment cycle during 2025-26 school year.		
3	Social, Emotional, Behavioral, and Mental Health Supports Through MTSS	**Identified Need: Multi-Year Dashboard Performance** Watts Learning Center Charter Middle School received a red performance level on the 2025 California School Dashboard for the chronic absenteeism indicator for all students and for the English learner, socioeconomically disadvantaged, and Hispanic student groups, and a red performance level for the suspension rate indicator for the African American student group. On the 2024 California School Dashboard, the school received a red performance level for chronic absenteeism for the Students with Disabilities student group. On the 2023 California School Dashboard, the school received a red performance level for the suspension rate indicator for all students and for the socioeconomically disadvantaged, Students with Disabilities, and African American student groups. This multi-year pattern of red performance levels in chronic absenteeism and suspension rate, concentrated among the school's English learner, socioeconomically disadvantaged, Hispanic, Students with Disabilities, and African American student groups, establishes the need for the sustained, tiered social, emotional, behavioral, and mental health supports described in this action. **Multi-Tiered Framework for Behavioral and Social-Emotional Support** To address these needs, Watts Learning Center Charter Middle School will continue to provide social, emotional, behavioral, and mental health supports through a Multi-Tiered System of Support. At Tier I, the school will sustain and deepen its Positive Behavior Interventions and Supports (PBIS) framework centered on the school's Falcon P.R.I.D.E. values, including the daily student pledge that reinforces shared expectations, collective responsibility, and a culture of belonging. At Tier II, the school will provide targeted supports such as group	$347,946.13	Y

Action #	Title	Description	Total Funds	Contributing
		counseling, affinity groups, mentorship, and individualized attendance and behavior plans for students with identified needs. At Tier III, the school counselor will provide intensive individual counseling and crisis support, and the school will deliver individualized intervention for students with the most significant needs. **Positive Behavior Systems and Recognition** The school will continue to use Kickboard as the digital platform through which staff track, reinforce, and celebrate positive student behavior, with students earning Falcon Dollars for demonstrating Falcon P.R.I.D.E. values, including completing i-Ready goals, and redeeming them at the Falcon Store. The school will continue the Dean's List and schoolwide celebrations that publicly recognize positive behavior and citizenship. The school will use Kickboard behavior data to identify students for early, preventive support before behavior incidents lead to suspension, reinforcing a proactive rather than reactive approach to discipline. **Attendance Supports and Intervention** The school will continue and strengthen its multi-tiered attendance incentive and intervention system to further reduce chronic absenteeism, with particular attention to the English learner, socioeconomically disadvantaged, Hispanic, and Students with Disabilities student groups. The school will sustain a welcoming morning environment and weekly attendance incentives such as Free Dress Fridays, rallies, field trips, prizes, raffles, and student recognition, including the field trip to the Santa Monica Pier for consistent attendance. To address transportation barriers, the school will continue daily bus pick-up service for students with identified transportation challenges. Attendance will continue to be discussed during weekly Data Chats, and students experiencing persistent attendance difficulties will be invited to attendance meetings, placed on individualized attendance contracts, and, where needed, provided additional targeted supports through secondary meetings. School leadership will continue to conduct root cause analysis meetings to identify barriers and develop targeted support plans, and the school will add an attendance clerk to strengthen attendance monitoring and family outreach. **Counseling and Mental Health Supports** The school counselor will continue to provide both individual and group counseling addressing a range of social-emotional and mental health needs, including grief, homelessness, and other challenges, and will continue to manage crisis situations. These services anchor the Tier II and Tier III mental health		

Action #	Title	Description	Total Funds	Contributing
		supports within the school's Multi-Tiered System of Support and ensure that students facing significant challenges receive timely, individualized care. **Affinity Groups, Belonging, and Suspension Reduction** To address the disproportionate suspension rate of African American students and to strengthen belonging across the school, the school will continue and expand culturally responsive affinity spaces and mentorship programs. The school will sustain its Black Affinity Group for female-identifying students and its Newcomer Affinity Group for recently arrived English Learners, both of which promote positive behavior, self-advocacy, and a stronger sense of belonging, and it will work to expand these and additional affinity and mentorship opportunities. For the Students with Disabilities student group, the school will align behavior supports with students' individualized plans and ensure that disciplinary responses incorporate the supports those students are entitled to. To address the structural challenge created by the elimination of the Dean of Culture and Dean of Students position, the school will continue to use a Teacher on Special Assignment with administrative experience to maintain consistency in culture and discipline processes and will evaluate options for restoring dedicated culture and discipline leadership capacity so that behavior supports and discipline practices are consistently coordinated. **Student Engagement and Leadership** The school will continue to cultivate a positive, inclusive, and student-centered culture through recognition and leadership opportunities, including Student versus Staff Basketball Games, intramurals, and Field Day that strengthen relationships between students and adults, and the student-led Watts Up Morning Show that promotes creativity, leadership development, and student voice. The school will increase student access to sports, clubs, leadership, and extracurricular activities to deepen school connectedness, particularly for the student groups most affected by attendance and discipline disparities. **Family Engagement** The Parent Coordinator will continue to deliver workshops and services to families on topics including English language acquisition, nutrition and healthy cooking, and domestic violence awareness, and will continue to support families in understanding school data, policies, and systems so that parents are empowered to advocate for and support their students. **Progress Monitoring**		

Action #	Title	Description	Total Funds	Contributing
		The school will monitor the effectiveness of these supports through Kickboard behavior data, attendance and chronic absenteeism data, suspension rate data, participation rates in school activities, affinity group participation, counseling referrals and participation, and student, staff, and family surveys, including the social-emotional learning survey and student sense of belonging survey. School leadership will regularly analyze this data to identify trends, celebrate successes, and adjust practices and supports, recognizing that a strong sense of belonging is foundational to consistent attendance, meaningful engagement, and academic achievement.		
4	Access to a Broad Course of Study	Watts Learning Center Charter Middle School will provide all students in grades six through eight with access to a broad course of study that includes the subject areas described in California Education Code sections 51210 and 51220, ensuring that every student, including students in all student groups, English Learners, and Students with Disabilities, has access to the full breadth of educational programs offered by the school. The school is committed to ensuring that no student is denied access to any portion of the broad course of study, and that intervention and support services are structured so that they supplement rather than displace access to core and enrichment coursework. **Core Academic Subjects** All students will receive instruction in the core academic subjects, including English language arts, mathematics, science, and history and social science, taught by appropriately credentialed teachers and aligned to California state standards. These courses form the foundation of the school's instructional program and are delivered through the rigorous, standards-aligned Tier I instruction described throughout this plan. **Visual and Performing Arts and Enrichment** All students will have access to visual and performing arts and enrichment that broaden their educational experience and develop creativity, expression, and engagement. The school offers a sequence of arts coursework across the grade levels: sixth-grade students are enrolled in Music Production, seventh-grade students participate in Art, and eighth-grade students are enrolled in Drama. Drama and Production is offered as a supplementary component to the eighth-grade Drama course. The student-led Watts Up Morning Show further extends opportunities for creativity, leadership development, and student voice. **Physical Education and Health**	$172,500	N

Action #	Title	Description	Total Funds	Contributing
		All students will participate in physical education that meets state instructional minute requirements, along with health instruction, supporting students' physical well-being and complementing the school's broader focus on student wellness and social-emotional development. Yoga is offered as a supplementary component to physical education for all grade levels, providing students with additional opportunities for movement, mindfulness, and physical wellness. **Equitable Access for All Student Groups** The school will ensure that English Learners, Students with Disabilities, and all other student groups have equitable access to the broad course of study. English Learners will receive English Language Development support that is structured to preserve their access to core and enrichment coursework, and Students with Disabilities will receive their services in the least restrictive environment so that, to the greatest extent appropriate, they access the same broad course of study as their peers. The school will schedule intervention and support so that students who need additional academic help are not systematically excluded from electives, the arts, or other enrichment. **Monitoring Access** The school will monitor access to a broad course of study by reviewing master schedules, course enrollment, and student group participation across all subject areas to confirm that all students, including the student groups furthest from opportunity, have meaningful access to the school's full educational program. Where the review identifies barriers to access for any student group, the school will adjust scheduling, staffing, or supports to address them.		
5	Inclusive Special Education Program and Services	Students with Disabilities are the student group with the most persistent academic gaps at Watts Learning Center Charter Middle School. This student group performed below its statewide counterpart on the 2025 California School Dashboard in both English language arts and mathematics, and it was identified as the greatest area of need in the school's mathematics analysis. The school has also seen this student group disproportionately represented in attendance and discipline. On the 2024 California School Dashboard, the Students with Disabilities student group received a red performance level for the chronic absenteeism indicator, and on the 2023 California School Dashboard, the same student group received a red performance level for the suspension rate indicator. While middle-of-year assessment data reflect measurable growth among Students with Disabilities, this student group is not yet achieving growth at a rate comparable to peers without disabilities, and some students are not consistently	$539,316.57	N

Action #	Title	Description	Total Funds	Contributing
		meeting their weekly i-Ready usage and lessons-passed goals. These findings establish the need for the strengthened, targeted academic, attendance, and behavior supports described in this action. **Inclusive Program Structure and Service Delivery** The school will continue to operate an inclusive Special Education program in which all identified students are served within the general education program and receive push-in services, pull-out services, or a combination of both, as specified in their Individualized Education Program (IEP). Pull-out sessions provide dedicated time for small-group targeted instruction aligned to each student's IEP goals. The school will ensure that all students, including those with disabilities, have access to appropriate instructional materials and instruction so that they derive meaningful benefit from their education, and Students with Disabilities will continue to participate fully in the school's enrichment programs and interventions alongside their peers. **Staffing and Caseload** To meet caseload requirements and the service needs identified in student IEPs, the school will employ a full-time Resource Specialist Program (RSP) teacher and a part-time RSP teacher, and will contract additional Special Education service providers as needed to deliver the services indicated in each student's IEP. This staffing structure ensures that students receive the minutes and types of service their plans require. **Targeted Small-Group Instruction and Progress Monitoring** The school will increase time for targeted small-group instruction for Students with Disabilities, focused on the foundational skills tied to each student's individualized goals in reading, writing, and mathematics. The school will continue to track weekly i-Ready usage and lessons-passed data specifically for Students with Disabilities to ensure this student group is monitored and supported and is not overlooked within broader schoolwide data systems. Recognizing that some Students with Disabilities are not yet meeting their weekly i-Ready targets, the school will provide more intensive monitoring and support to ensure this student group receives the full benefit of differentiated digital instruction and makes consistent progress toward IEP goals. **Professional Development for Staff** Both Special Education teachers and general education staff will participate in professional development and training designed to more effectively support Students with Disabilities. This professional development will be provided earlier		

Action #	Title	Description	Total Funds	Contributing
		in the school year and will focus on how to use the information, goals, accommodations, and modifications within students' IEPs to support student success. Specifically, teachers will receive additional professional development on implementing the accommodations and modifications specified in each student's IEP, so that Students with Disabilities receive their required supports consistently across all classrooms. Professional development will also strengthen the instructional and compliance capacity of the Special Education teaching staff and build the capacity of all teachers in curriculum and effective instructional practices. The school will continue to participate in Option 3 professional development and meetings to support this work. **Collaboration and Co-Teaching** Special Education teachers will collaborate and co-teach with general education teachers to meet the needs of Students with Disabilities within the inclusive classroom setting. Special Education teachers will participate in grade-level and classroom meetings, staff meetings, and team-building activities so that collaboration between Special Education and general education staff is consistent and communication is strong, ensuring that each student with a disability is supported by a coordinated instructional team. **IEP Implementation and Compliance Oversight** The Assistant Principal will continue to oversee the Special Education program and will meet weekly with the Special Education team to ensure ongoing compliance with IEP requirements and program standards. This oversight structure ensures that IEPs are implemented with fidelity and that students consistently receive the minutes of service specified in their plans. **Family Engagement and Support** The school will continue to engage and support the families of Students with Disabilities. The school will hold parent and family workshops for families receiving special education services and will continue to share LAUSD Special Education parent training opportunities and meetings on an ongoing basis. Families of Students with Disabilities will participate in the school's family meetings and councils, and the school will hold at least one Special Education parent meeting each trimester so that these families can meet 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 will continue to be captured alongside that of general education families through multiple meetings and platforms, including Padlet, Zoom chat		

Action #	Title	Description	Total Funds	Contributing
		and audio, and the School Experience surveys, and will be used to inform the school's planning. **Belonging, Attendance, and Behavior Supports** To address the red performance levels for chronic absenteeism and suspension rate among Students with Disabilities, the school will continue to cultivate a schoolwide culture of belonging that has contributed to improved attendance and reduced suspensions among this student group. Students with Disabilities will benefit from the schoolwide attendance supports the school is strengthening for 2026-27, including a welcoming morning environment, attendance incentives such as Free Dress Fridays, rallies, field trips, prizes, and student recognition, and daily bus pick-up service for students with identified transportation challenges. Consistent with the school's approach of addressing needs by demonstrated need rather than by group label alone, Students with Disabilities who struggle with attendance will receive additional support through the school's tiered attendance engagement system, including weekly check-ins, attendance meetings, individualized attendance contracts, and secondary meetings with additional targeted supports where needed. School leadership will conduct root cause analysis meetings to identify barriers for these students and develop targeted support plans, and the school will add an attendance clerk to strengthen attendance monitoring and family outreach. To reduce suspensions, the school will align behavior supports with each student's individualized plan and ensure that disciplinary responses incorporate the supports those students are entitled to, and it will expand access to mentorship, affinity spaces, and extracurricular activities that strengthen connectedness for Students with Disabilities.		
6	Multilingual Learner Support and Language Development	On the 2023 California School Dashboard, the school received a red performance level for the Math Academic Indicator for English Learners. On the 2024 California School Dashboard, the school received a Red performance level for the English Learner Student Group for the English Learner Progress Indicator (ELPI). On the 2025 California school dashboard, the English learner student group received a red performance level for the chronic absenteeism indicator and the math academic indicator. These declines reflected gaps in program structure rather than in student ability. The school identified two primary contributing factors: the English Learner program had operated without consistent oversight to coordinate instruction, intervention, and progress monitoring, and English Learners did not have reliable access to integrated language support within their content classrooms. The strong reading growth that English Learners achieve when these supports are in place	$0	N

Action #	Title	Description	Total Funds	Contributing
		confirms that, with coordinated and consistent services, this student group is fully capable of accelerating toward proficiency. These findings establish the need for the sustained, well-coordinated English Learner supports described in this action. **Designated English Language Development Instruction** The school will continue to staff a designated English Language Development (ELD) classroom with a credentialed ELD teacher responsible for creating a language-rich environment that accelerates English language proficiency for English Learner students. English Learners will receive dedicated ELD support daily within the school's A/B Block schedule. To extend that support, an instructional aide will be assigned to the designated ELD classrooms to provide additional academic assistance, including small-group instruction, so that English Learners can access content in a structured, language-rich setting matched to their individual learning needs. **Integrated English Language Development and Professional Development** To extend effective practices beyond the ELD classroom, general education teachers will participate in professional development that strengthens the delivery of integrated ELD across all disciplines and builds capacity in evidence-based strategies to improve language acquisition for English Learners. This directly addresses the school's identified need to make integrated language support consistent across every classroom rather than concentrated in the ELD setting, so that English Learners receive coherent support throughout the school day. **Data-Informed Monitoring and Assessment** The school will use Ellevation to support data-informed instructional decision making for English Learners, including real-time student data, benchmark insights, and research-based instructional strategies. The school will implement interim ELPAC assessments to monitor progress toward English language proficiency throughout the year, complementing the i-Ready diagnostics and Interim Comprehensive Assessments used schoolwide. These measures allow the school to track each English Learner's language development and to adjust instruction in a timely manner. **Coordinated English Learner Program Oversight** The school will provide coordinated oversight of the English Learner program through the English Learner Program Coordinator position, which ensures that English Learners receive consistent support across all classrooms. The coordinator will work closely with teachers to strengthen instructional practices, support progress monitoring and intervention planning, and ensure students receive the		

Action #	Title	Description	Total Funds	Contributing
		academic and language support they need. This coordinated oversight will support a strong plan for Long-Term English Learners, the required two-year monitoring of reclassified students, and a connected, schoolwide approach to English Learner, and Newcomer support. **Newcomer and Family Support** The school will strengthen support for its Newcomer population, including strategies and professional development to support Newcomer growth, and will expand support for the families of Newcomer students so that parents can fully participate in their children's education. The Newcomer Affinity Group will continue to help recently arrived English Learners feel welcomed and connected to the school community, contributing to both belonging and language development.		
7	Long-Term English Learner Language Acquisition and Reclassification	Long-Term English Learners (LTEL) are English Learners who have been enrolled in school for six or more years and have not yet been reclassified as fluent English proficient. On the 2024 California School Dashboard, Watts Learning Center Charter Middle School received a red performance level for the Long-Term English Learner student group on the English Learner Progress Indicator and a red performance level for the same student group on the English language arts academic indicator. The school's reclassification rate also declined over multiple years before beginning to recover. Because these students have remained classified as English Learners across many years of schooling and are showing red performance on both their progress toward English proficiency and their English language arts achievement, accelerating their language acquisition and moving them toward reclassification is an urgent priority. This need establishes the focus of the targeted Long-Term English Learner supports described in this action. **Targeted Language Acquisition and Reclassification Strategies** The school will implement targeted strategies designed to accelerate language acquisition and reclassification for Long-Term English Learners. These include designated and integrated English Language Development support, targeted small-group instruction focused on the academic language and literacy skills required for reclassification, and close progress monitoring against the school's reclassification criteria. Long-Term English Learners will receive daily English Language Development support within the school's A/B Block schedule, supplemented by instructional aide support and small-group instruction in designated ELD classrooms, so that students who have not reclassified receive the intensive, sustained language instruction needed to reach proficiency.	$211,227.50	Y

Action #	Title	Description	Total Funds	Contributing
		Evidence-Based Professional Development Teachers will participate in evidence-based professional development that strengthens the delivery of integrated English Language Development across all disciplines and builds capacity in research-based strategies to accelerate language acquisition for English Learners, with specific attention to the needs of Long-Term English Learners. This professional development ensures that the academic language support Long-Term English Learners receive is consistent across every classroom rather than concentrated in the ELD setting, so that these students encounter coherent, intentional language instruction throughout the school day. **Expanded Learning Opportunities Program Tutoring Access** English Learners, including Long-Term English Learners, will have access to tutoring services through the Expanded Learning Opportunities Program (ELOP). This expanded learning time extends academic and language support beyond the regular school day and provides Long-Term English Learners with additional opportunities to build the literacy and academic language skills needed to accelerate their progress toward reclassification. **Ellevation Data-Informed Support** The school will use the Ellevation platform to support its English Learners, guiding instructional decisions through real-time student data, benchmark insights, and research-based strategies. For Long-Term English Learners specifically, Ellevation will help teachers and the English Learner Program Coordinator monitor each student's language development, identify those at risk of remaining unreclassified, and target instruction toward the specific domains in which a student needs to grow to meet reclassification criteria. **Coordinated Oversight and Reclassification Monitoring** The English Learner Program Coordinator will provide coordinated oversight of supports for Long-Term English Learners, working with teachers to strengthen instructional practices, guiding progress monitoring and intervention planning, and ensuring that students receive the academic and language support they need. The coordinator will track Long-Term English Learner progress toward reclassification throughout the year, support the required two-year monitoring of students once reclassified, and ensure a connected, schoolwide approach to this student group. The school will monitor progress using ELPAC results, including interim ELPAC assessments, i-Ready diagnostics, Interim Comprehensive Assessments, the Smarter Balanced Summative Assessments, and Ellevation, with		

Action #	Title	Description	Total Funds	Contributing
		the aim of increasing the reclassification of Long-Term English Learners and improving their performance on the English language arts academic indicator.		

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.

Instructional Quality as the Decisive Lever: Watts Learning Center Charter Middle School developed this broad goal because its needs assessment demonstrates that the quality and consistency of instruction is the single most decisive lever for student outcomes. The school's strongest gains and its clearest setbacks both traced directly to instruction. When the school strengthened the rigor and coherence of Tier I instruction through Weekly Planning Meetings, in which teachers plan and internalize lessons with an administrator or coach, students made substantial gains in reading and mathematics. Conversely, the loss of the seventh-grade English language arts teacher and the eighth-grade mathematics teacher during the year disrupted learning, and the eighth-grade turnaround that followed the placement of a more skilled, data-informed teacher confirmed that the educator in the classroom has a defining effect on results. These experiences led the school to commit to a goal centered on the recruitment, development, support, and retention of highly effective teachers.

Addressing Diverse Learning Needs and Closing Achievement Gaps: Strengthening instruction is also the most direct route to addressing the diverse learning needs of the school's students and closing achievement gaps. The needs assessment identified that the high-leverage instructional practices present in the English Language Development classroom must be extended to every classroom, and that special education teachers require additional professional development to raise the quality of instruction for students with disabilities, the student group with the most persistent gaps in both English language arts and mathematics. The school will continue to build educator capacity to differentiate instruction and to implement evidence-based strategies that have shown results, including the schoolwide Claim, Evidence, Reasoning framework, the unified approach to annotating mathematics word problems, the use of i-Ready and Interim Comprehensive Assessment data to inform instruction and professional learning, and weekly Data Chats that engage students in their own progress.

Student Engagement and a Positive School Climate: This goal also recognizes that strong instruction depends on student engagement and a positive school climate. The school's implementation of a Positive Behavior Intervention and Supports framework anchored in its Falcon P.R.I.D.E. values, together with documented growth in its social-emotional learning survey results, has created conditions in which engaging, rigorous instruction can take hold. By developing educators who design engaging classroom experiences and who sustain a positive, inclusive climate, the school ensures that instructional quality and school culture reinforce one another.

Alignment with the California Community Schools Framework: This goal advances the California Community Schools Framework, and most directly its pillar of collaborative leadership and practices for educators and administrators. The school's clearest instructional gains have come from collaborative, shared

structures rather than from individual effort alone, including Weekly Planning Meetings in which teachers plan and internalize lessons with an administrator or coach, weekly Data Chats, and the collective analysis of i-Ready and Interim Comprehensive Assessment data. By organizing instruction around these collaborative leadership practices, the school builds the shared ownership and distributed expertise that the Framework identifies as central to a whole-child school improvement strategy. This educator-centered goal also reinforces the Framework's other pillars, supporting integrated support services through the differentiated instruction that connects students to the academic help they need, and extended learning time and opportunities through the instructional quality that anchors Saturday School, tutoring, and enrichment.

The Rationale for a Broad Goal: The goal is intentionally broad because instructional excellence cannot be reduced to a single practice or content area. It spans the recruitment and retention of qualified teachers, ongoing professional learning and instructional coaching, the consistent delivery of standards-aligned and evidence-based instruction across all classrooms, and the maintenance of a positive climate that engages students. Together with the school's student-centered system of support, this educator-centered commitment forms the second half of a coherent strategy in which the quality of adult practice and the strength of student supports advance the same aim, namely measurable academic growth and the closing of achievement 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
14	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: 76.7%	2022-23: 75.5%	2023-24: 54.1%	2024-25: 70.6%	-16.9%
15	% 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%
16	Implementation of the State Academic content & performance standards for all students & enable ELs access. Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning	2023-24: ELA: 4 ELD: 4 Math: 4 Social Science: 4 Science: 4 CTE: NA Health: 4	2024-25: ELA: 5 ELD: 5 Math: 5 Social Science: 2 Science: 5 CTE: NA Health: 2	2025-26: ELA: 4 ELD: 4 Math: 4 Social Science: 4 Science: 4 CTE: NA Health: 2	2026-27: ELA: 5 ELD: 4 Math: 4 Social Science: 4 Science: 4 CTE: NA Health: 3	ELA: 0 ELD: 0 Math: 0 Social Science: 0 Science: 0 CTE: NA Health: -2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard)	PE: 4 VAPA: 4 World Language: NA	PE: 5 VAPA: N/A World Language: NA	PE: 4 VAPA: 4 World Language: NA	PE: 4 VAPA: 4 World Language: NA	PE: 0 VAPA: 0 World Language: NA

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 2.1: Watts Learning Center Charter Middle School has fully implemented the 10 days of professional development (PD) at the beginning of the school year. The five additional non-instructional days are utilized to review student and school data, refocus priorities, and revise goals as needed. Teachers participate in ongoing professional development throughout the academic year through both minimum day PD sessions and Weekly Planning Meetings. Induction support is also provided to eligible teachers.

An instructional coach has not yet been hired, and SchoolMint Grow training has not been completed. Both remain priorities for future implementation.

Professional development during the current school year has been focused on the following areas: 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, and Special Education, including IEP and 504 Plan implementation. Mindfulness training and TCI (Therapeutic Crisis Intervention) training have not been implemented during the current year.

Watts Learning Center Charter Middle School is currently focused on implementing high-impact instructional strategies to accelerate student achievement and ensure consistent academic growth. During classroom learning observations, the following strategies are expected to be evident:

Student Data Tracking: Advisory teachers are expected to facilitate consistent student data tracking through i-Ready during advisory periods. Students are expected to be able to articulate their current performance levels, weekly goals, and progress toward meeting growth expectations. Students complete Weekly Data Chat Trackers to monitor their progress toward individual goals. This strategy strengthens student ownership, goal-setting, and accountability for academic growth.

Claim, Evidence, Reasoning (C.E.R.) Writing Strategy: The C.E.R. writing framework is being implemented across content areas to improve students' ability to communicate academic thinking. Classroom observations should reflect students developing claims, citing evidence, and articulating reasoning in both written and verbal responses. This approach promotes critical thinking and supports rigorous, standards-aligned instruction.

Math Intervention through Small Group Instruction and Extended Learning Opportunities: Mathematics instruction is being strengthened through targeted small-group intervention within the classroom, supported by instructional aides to ensure that students receive differentiated support. Student outcomes are further supported through extended learning opportunities, including Saturday School and after-school tutoring, which provide focused intervention for students requiring additional support in mathematics.

Challenges: The school has identified the need to hire a dedicated instructional coach as a priority. The absence of this position limits the school's capacity to provide consistent, high-quality instructional coaching to all teachers. Additionally, training and implementation support around SchoolMint Grow has not yet been completed, and securing this training remains an identified area of need.

Successes: The 10 days of professional development at the start of the school year have been instrumental in aligning staff around common goals and shared initiatives, ensuring that collective efforts are focused and purposeful. The five additional non-instructional days have provided valuable opportunities to reset staff focus, review current data, and maintain instructional alignment throughout the year.

One of the most significant accomplishments of the current school year has been the successful implementation of Weekly Planning Meetings focused on strengthening the rigor and coherence of Tier I instruction across all content areas. These meetings provide teachers with the opportunity to collaboratively plan lessons with an administrator or instructional leader, supporting teachers in internalizing lesson content while designing meaningful opportunities for productive struggle. This process ensures that every teacher delivers high-quality, standards-aligned instruction that challenges students to engage deeply with difficult concepts and develop their academic capacity.

Action 2.2: Watts Learning Center Charter Middle School has designated a credentialed ELD teacher whose primary responsibility is to provide a language-rich learning environment designed to accelerate English language proficiency for English Learner (EL) students. An instructional aide is assigned to the ELD classroom to provide additional academic support through small-group instruction as needed. EL students receive dedicated ELD supports on a daily basis within the school's A/B Block schedule.

The school utilizes Ellevation, a technology platform designed to support data-informed instructional decision-making for English Learners, including real-time student data, benchmark insights, and research-based instructional strategies. General education teachers also receive ELD-focused professional development to improve the quality and consistency of EL instruction delivered within the general education classroom setting.

Challenges: A significant structural challenge exists in that the current staffing model places the full responsibility for both direct ELD instruction and cross-classroom monitoring and support on a single teacher. It is not feasible for the ELD teacher to simultaneously serve students within the ELD classroom and provide consistent push-in support and oversight across other teachers' classrooms. The school has identified the need for two distinct positions to address this gap effectively: one dedicated to instruction within the ELD classroom and a second dedicated to pushing into general education classrooms to support integrated ELD instruction and monitor implementation. Securing an additional position of this nature remains a staffing priority.

Successes: EL students are receiving substantial instructional support within the ELD classroom environment. Through consistent small-group instruction and differentiated supports, students are accessing content in a structured and language-rich setting that is well-suited to their individual learning needs. These conditions have contributed to meaningful academic and linguistic growth among this student population.

Action 2.3: No action provided.

Action 2.4: Watts Learning Center Charter Middle School has ensured that devices are available for all students in every classroom. To promote the longevity and proper maintenance of the devices, each teacher maintains a classroom set. Students check out a device at the beginning of each class period and return

it at the end of the period. This system ensures consistent access to technology throughout the instructional day while maintaining accountability for device use and care.

Challenges: The primary limitation of the current device management model is that students are unable to take computers home at the end of the school day. As a result, student access to technology-based learning tools and assignments is restricted to the school setting, which may limit opportunities for independent practice and extended learning outside of school hours. This constraint has been identified as an area for future consideration as the school works to expand equitable access to technology beyond the school day.

Successes: Under the current model, all students have access to a device every day and in every classroom, ensuring that technology is consistently integrated into the instructional experience. Device damage has been minimized as a result of computers remaining within the classroom environment and being returned to their chargers at the end of each period. This approach has also ensured that devices remain fully charged and ready for use at the start of each class, reducing instructional interruptions related to device maintenance or availability.

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 is an explanation of material differences between budget expenditures and estimated actual expenditures for the actions under this goal.

- **Goal 2, Action 1: Qualified Staff, Instructional Time, and Professional Development**: The estimated actual expenditures for this action exceeded the budgeted expenditures as a result of higher than anticipated costs for professional development on school climate and student engagement. The professional development was provided on a schoolwide basis to all staff and supported the school's commitment to a positive, inclusive, and student-centered learning environment. The school determined that the additional cost was necessary to ensure that all staff were equipped with the practices, tools, and shared expectations needed to maintain consistent school climate and student engagement across every classroom, particularly in support of the student groups most affected by attendance and belonging gaps identified in the school's needs assessment.
- **Goal 2, Action 2: Professional Development and Instructional Leadership**: The estimated actual expenditures for this action were lower than the budgeted expenditures as a result of a lower than anticipated salary for the English Language Development (ELD) teacher. This material difference resulted in a savings to the school. The designated ELD instructional services were nevertheless delivered as planned, including daily ELD support within the school's A/B Block schedule, the language-rich learning environment, and the small-group instruction in the designated ELD classroom. The savings resulting from this variance will be redirected to support other actions and services within the LCAP that advance the school's goals for unduplicated students.

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

Action 2.1: This action is effective in advancing progress toward the school's overarching academic goals. As a result of these sustained professional development and instructional planning efforts, the school grew by 4 percentage points, representing a 36.4% increase, in the proportion of students performing at or above grade level in Reading from the Beginning of Year (BOY) i-Ready diagnostic to the Middle of Year (MOY) diagnostic. In Mathematics, the school grew by 5 percentage points, representing a 55.5% increase, in the proportion of students performing at or above grade level over the same period. Furthermore, the most recent staff survey indicates that 81.5% of staff believe that school leadership is supportive when challenges arise, representing a 6.5 percentage point increase, or 8.7% improvement, compared to the prior year. These data points collectively affirm that the school's investment in professional development and collaborative instructional planning is yielding measurable progress in both academic achievement and school culture.

Action 2.2: This action has proven effective in advancing English language development and academic achievement among EL students. Reclassification rates are increasing at a higher pace than in prior years, reflecting sustained progress toward English language proficiency. EL students are meeting their individual goals and demonstrating measurable growth. Notably, the EL subgroup achieved the highest growth of any student subgroup based on i-Ready assessment data from the Beginning of Year (BOY) to the Middle of Year (MOY) diagnostic. ELA typical growth for EL students is currently recorded at 56%. These outcomes affirm the positive impact of the school's intentional and targeted approach to English Language Development.

Action 2.3: No action provided

Action 2.4: This action has been effective in achieving its core objective. One hundred percent of students utilize devices on a daily basis, supporting consistent engagement with technology-based instructional tools, including platforms such as i-Ready, Lexia, NearPod, and Flocabulary, across all content areas and grade levels.

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 Middle 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 Middle 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.	$1,817,150	Y
2	Professional Development and Instructional Leadership	There is a clear need to strengthen the delivery of instruction in both English language arts and mathematics, as indicated by the school's performance on the 2025 California School Dashboard. The school received an Orange performance level on both the English Language Arts Academic Indicator (-29.0 DFS, below the state's -8.1 DFS) and the Mathematics Academic Indicator (-92.8 DFS, 50.4 points below the state's -42.4 DFS), reflecting a decline relative to state performance. Strengthening Tier I instruction across all classrooms, building teacher capacity in evidence-based instructional practices, and ensuring consistent, standards-aligned delivery in every classroom are the central commitments of this action and the most direct way to reverse this trend. **Beginning-of-Year and Non-Instructional Professional Development** 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,	$112,650	N

Action #	Title	Description	Total Funds	Contributing
		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 clearance, the school will partially fund teacher induction expenses for eligible teachers completing their induction and clearing their credentials. **Instructional Coach** The school will continue to employ an Instructional Coach (Title I funded: $89,146; LREBG funded: $8,354) who will focus on strengthening Tier I instruction through lesson planning support, curriculum implementation, instructional pacing, data analysis, classroom observations, coaching cycles, professional development, Professional Learning Community (PLC) facilitation, differentiation strategies, and ensuring high-quality, standards-aligned instruction across all classrooms. The Instructional Coach directly addresses the identified need to strengthen English language arts and mathematics instruction by building the capacity of every teacher to deliver rigorous, evidence-based instruction in their classroom. **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, 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, social-emotional, and behavioral needs of every student. **High-Impact Instructional Strategies** The school will continue to implement high-impact instructional strategies to accelerate student achievement and ensure consistent academic growth, and these strategies will be evident during classroom learning observations. Advisory teachers will facilitate consistent student data tracking through i-Ready during		

Action #	Title	Description	Total Funds	Contributing
		advisory periods, with students able to articulate their current performance levels, weekly goals, and progress toward growth expectations, and completing Weekly Data Chat Trackers to strengthen student ownership, goal-setting, and accountability. The Claim, Evidence, Reasoning (C.E.R.) writing framework will continue to be implemented across content areas, with students developing claims, citing evidence, and articulating reasoning in written and verbal responses to promote critical thinking and rigorous, standards-aligned instruction. Mathematics instruction will continue to be strengthened through targeted small-group intervention within the classroom, supported by instructional aides to ensure differentiated support, and reinforced through extended learning opportunities, including Saturday School and after-school tutoring, that provide focused intervention for students requiring additional support in mathematics. **Instructional Leadership and Weekly Planning Meetings** The school's Leadership Team, comprised of teacher leaders, will conduct classroom observations, provide instructional feedback to teachers, and implement schoolwide instructional initiatives and pedagogy. This distributed instructional leadership structure, together with the Instructional Coach's coaching cycles and PLC facilitation, builds the capacity of educators across the school and ensures that effective practices are modeled, observed, and reinforced consistently in every classroom. The school will continue to hold Weekly Planning Meetings focused on strengthening the rigor and coherence of Tier I instruction across all content areas. In these meetings, teachers collaboratively plan lessons with an administrator or instructional leader, internalizing lesson content while designing meaningful opportunities for productive struggle. This process ensures that every teacher delivers high-quality, standards-aligned instruction that challenges students to engage deeply with difficult concepts and develop their academic capacity, and it represents one of the school's most significant levers for improving instructional quality schoolwide.		
3	Standards-Aligned Curriculum for Every Student	Watts Learning Center Charter Middle School will ensure that every student has access to standards-aligned core curriculum in English language arts, mathematics, science, social studies, and physical education. 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,	$0	N

Action #	Title	Description	Total Funds	Contributing
		including students in 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** 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 I 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 state instructional minute requirements. **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 Middle 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.	$152,316.80	N

Action #	Title	Description	Total Funds	Contributing
		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 at the beginning of each class period and return it at the end of the period, ensuring consistent access to technology throughout the instructional day while maintaining accountability for device use and care. This model keeps devices within the classroom environment and returned to their chargers at the end of each period, minimizing device damage, ensuring devices remain fully charged and ready for use at the start of each class, and reducing 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. **Expanding Equitable Access Beyond the School Day** The school recognizes that, under the current classroom-set model, students are not able to take devices home, which limits access to technology-based learning tools and assignments outside the school setting. As the school works to expand equitable access to technology beyond the school day, it will consider options for extending device access for independent practice and extended learning at home, weighing the benefits of expanded access against device maintenance, longevity, and accountability. This consideration supports the school's broader commitment to extended learning opportunities for all students.		

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.

Families as Partners in Student Success: Watts Learning Center Charter Middle School developed this broad goal because its experience and its needs assessment show that family engagement is a powerful and underused lever for improving student outcomes. A community school is a whole-child school improvement strategy in which the school works closely with teachers, students, families, and partners, and the school has found that when families are engaged, students feel supported, valued, and accountable, which positively affects attendance, behavior, and overall school climate. A strong family and school partnership helps create a unified community committed to student success and shared responsibility. The school already engages families through regular communication, schoolwide events and ceremonies, surveys, open houses, and academic meetings, and it values parent voice in informing school decisions. This goal commits the school to building on that foundation in a deliberate, sustained way.

Alignment with the California Community Schools Framework and Its Four Pillars: This goal aligns the school's family and community partnership work directly to the California Community Schools Framework, which the State Board of Education approved in January 2022, and to its four evidence-informed pillars integrated into high-quality, rigorous teaching and learning. The pillar of family and community engagement is the central focus, expressed through stronger two-way communication and authentic partnership with parents, guardians, community agencies, and local partners. The pillar of integrated support services is advanced as families are helped to navigate the school system and connect their children to academic, health, social, and mental health services, including the support the English Learner Program Coordinator provides to families. The pillar of collaborative leadership and practices for educators and administrators is advanced through the meaningful participation of families in school decision-making, including through the Parent Advisory Committee and English Learner Advisory Committee. The pillar of extended learning time and opportunities is advanced as families are invited into the enrichment, youth and community development, and community-building opportunities the school offers. Together these pillars provide an integrated focus on academics, health and social services, youth and community development, and community engagement.

Engagement that Improves Student Outcomes: The school's needs assessment identified specific points at which stronger family and community partnership would directly improve outcomes. In attendance, the school has worked with families through surveys, attendance contracts, individualized outreach, and transportation support, and it intends to deepen that partnership to continue reducing chronic absenteeism, particularly for African American and English Learner students. In academics, the school has identified the value of bringing parents on board with the i-Ready diagnostic and learning system so that

learning is reinforced at home. For English Learners, the school has identified the need to create more support for the parents of its Newcomer population so that families can fully participate in their children's education. Across these areas, family and community engagement is not separate from academic improvement but a direct contributor to it.

The Rationale for a Broad Goal: The goal is intentionally broad because authentic family and community partnership cannot be reduced to a single event or program. As a whole-child strategy, it aligns community resources across all four pillars at once, touching attendance, climate, health and social supports, and achievement together. Community school strategies are an effective approach to improve school responsiveness to student and family needs and to organize school and community resources to address barriers to learning. Together with the school's student-centered system of support and its educator-centered commitment to instructional quality, this family and community-centered goal completes a coherent strategy in which students, educators, and families advance the same aim, namely measurable improvement in student outcomes and the closing of 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
17	Facility Inspection Tool (FIT) Report Score Source: SARC	2023-24: Good	2024-25: Good	2025-26: Good	2026-27: Good	No Difference
18	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. 3 10. 3 11. 4 12. 3	2024-25: 9. 5 10. 5 11. 5 12. 4	2025-26: 9. 4 10. 5 11. 4 12. 4	2026-27: 9. 5 10. 5 11. 4 12. 4	9. +1 10. +2 11. 0 12. +1
19	Parent participation in programs for UP & SWD.	2023-24: 1. 3 2. 5	2024-25: 1. 5 2. 5	2025-26: 1. 5 2. 5	2026-27: 1. 5 2. 5	1. +2 2. 0 3. +1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Questions 1-4) 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	3. 3 4. 4	3. 4 4. 5	3. 4 4. 5	3. 5 4. 5	4. +1
20	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: Panorama	2023-24: 57% Sense of Safety 42% School Connectedness	2024-25: 56% Sense of Safety 30% School Connectedness	2025-26: 62% Sense of Safety 39% School Connectedness	2026-27: 65% Sense of Safety 45% School Connectedness	+5% Sense of Safety -3% School Connectedness
21	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: Panorama	2023-24: 74% Sense of Safety 64% School Connectedness	2024-25: 69% Sense of Safety 67% School Connectedness	2025-26: 74% Sense of Safety 69% School Connectedness	2026-27: 79% Sense of Safety 74% School Connectedness	0% Sense of Safety +5% School Connectedness
22	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: Panorama	2023-24: 51% Sense of Safety 79% School Connectedness	2024-25: 53% Sense of Safety 82% School Connectedness	2025-26: 66% Sense of Safety 82% School Connectedness	2026-27: 71% Sense of Safety 87% School Connectedness	+15% Sense of Safety +3% 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: Watts Learning Center Charter Middle School is committed to ensuring that all students have the opportunity to participate in at least one field trip during the current academic year to enhance learning and deepen student engagement. Multiple schoolwide awards assemblies have been held to celebrate student success and recognize academic and behavioral achievements.

A Campus Safety Officer is stationed on campus to provide security and supervision throughout the school day. Students receive vision and hearing screenings as required by state and district mandates. The school continues to administer the Panorama Survey to students, staff, and parents as a tool for measuring school climate and identifying areas for growth. The Panorama Survey is currently open for parents; however, the student survey has not yet been administered. The school has received a copy of the School Safety Plan from Dymally High School, the co-located campus, and the leadership team is in the process of reviewing the plan.

School leadership at Watts Learning Center Charter Middle School has intentionally developed and implemented multiple, aligned strategies to build and sustain a positive, inclusive, and student-centered school culture. A foundational practice is the Falcon P.R.I.D.E. Pledge, which is recited daily by students to reinforce shared values, clear behavioral expectations, and a collective sense of responsibility and belonging. In alignment with these expectations, the school implements the Positive Behavior Interventions and Supports (PBIS) framework through Kickboard, allowing staff to consistently track, reinforce, and celebrate positive student behavior. Students earn incentives that may be redeemed at the Falcon Store, promoting accountability, citizenship, and positive decision-making.

Leadership has prioritized attendance and engagement incentives at both the individual student and schoolwide levels to encourage consistent attendance. To directly address transportation barriers, the school has arranged a daily bus pick-up service, which has supported increased access to school and strengthened student connectedness. Student recognition and leadership opportunities are central to sustaining a positive school culture. Students are publicly acknowledged for positive behavior and citizenship during schoolwide celebrations. Activities such as Student versus Staff Basketball Games, intramurals, and Field Day are designed to build school spirit and strengthen positive relationships between students and adults. The Watts Up Morning Show, a student-led platform, promotes creativity, leadership development, and peer inspiration, further amplifying student voice throughout the school community.

To ensure inclusivity and a strong sense of belonging for all students, the school offers structured Affinity Groups, including a Newcomer Group and an African American Affinity Group. These spaces provide students with support, motivation, and meaningful connections to their peers and school community. Progress toward sustaining a positive school culture is tracked through Kickboard behavior data, attendance data, participation rates in school activities, and student, staff, and family survey results. Leadership regularly analyzes this data to identify trends, celebrate successes, and make informed adjustments to school practices and supports.

Challenges" The school's Safety Plan is shared with Dymally High School, the co-located campus. The plan was only recently received by school leadership, and a formal leadership review has not yet been completed. Timely access to and familiarity with the Safety Plan is an area that will require follow-through in the near term to ensure full compliance and preparedness.

Successes: The Campus Safety Officer has made a significant and measurable contribution to the safety and security of the school environment. Her consistent presence, adherence to safety protocols, and proactive approach to campus supervision have cultivated trustworthy and respectful relationships with both students and staff, contributing meaningfully to the school's overall culture of safety and accountability.

Action 3.2: Watts Learning Center Charter Middle School holds regular Parent Advisory Committee (PAC) and English Learner Advisory Committee (ELAC/DELAC) meetings to solicit meaningful input and insight from parents, guardians, and members of the broader school community. These meetings serve as a structured forum for family voice and ensure that community perspectives inform school decision-making.

Challenges: Language continues to present a barrier to building strong relationships between families and school staff and leadership, even in instances where interpreter services are provided. This challenge is particularly relevant in efforts to engage families whose primary language is not English, and the school recognizes that additional strategies may be needed to more fully bridge communication gaps and strengthen family partnerships across linguistic communities.

Successes: Parents and guardians have responded positively to the school's commitment to creating meaningful opportunities for family engagement. Families have expressed appreciation for the fact that their voices are heard and that their concerns are taken seriously by school leadership. This sense of being valued and respected within the school community has contributed to a strong foundation of trust between families and the school.

Action 3.3: Watts Learning Center Charter Middle School provides parents and guardians with numerous and varied opportunities to engage with the school community through parent workshops, schoolwide events, and regular Coffee with the Principal sessions. Parents who complete a parent workshop series are recognized with Parent Awards, affirming the school's commitment to honoring and encouraging active family participation. The Parent Coordinator maintains a calendar of school events and regularly updates both the school's website and ParentSquare to ensure that families remain consistently informed. A weekly ParentSquare message is distributed to all families and includes school updates, upcoming events, and practical strategies for supporting student learning at home.

Parents have access to PowerSchool's Parent Portal, which allows them to monitor their child's attendance, behavioral records, and academic progress in real time. All written communications sent home to families are provided in both English and Spanish to support accessibility and inclusive family engagement. The Parent Coordinator facilitates regular parent workshops throughout the year; confirmation is pending as to whether these workshops are conducted through Parent University, PowerMyLearning, or both platforms.

Challenges: The primary outstanding challenge related to this action is confirming whether the parent workshops facilitated by the Parent Coordinator are conducted through Parent University, PowerMyLearning, or a combination of both. Clarifying the platform or program affiliation of these workshops will ensure accurate documentation and allow for more precise evaluation of their scope and impact.

Successes: Parents and guardians are actively learning alongside their students and remaining engaged in the academic and cultural life of the school. Families are staying informed through multiple communication channels and are participating in school decision-making processes in meaningful ways. Parent involvement is a critical component of building and sustaining the positive school culture at Watts Learning Center Charter Middle School.

School leadership actively engages families through regular communication, schoolwide events, ceremonies, surveys, and structured opportunities for parents to participate in celebrations, open houses, and academic meetings. Parent voice is consistently valued and incorporated into school decision-making, strengthening the trust and collaborative partnership between home and school. When families are engaged and informed, students benefit from a broader network of support, which positively impacts attendance, behavior, and overall school climate. This strong family-school partnership contributes to a unified school community that is collectively committed to student success and shared responsibility for student outcomes.

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.

Here is an explanation of material differences between budget expenditures and estimated actual expenditures for the actions under this goal.

- **Goal 3, Action 1: Parent and Family Engagement**: The estimated actual expenditures for this action exceeded the budgeted expenditures as a result of higher than anticipated transportation costs for students, including the cost of transportation for field trips. The school serves a student population that is

99.7% socioeconomically disadvantaged, and the cost of providing transportation that ensures equitable participation in school field trips and other engagement opportunities was higher than originally budgeted. The school determined that the additional transportation expenditure was necessary to ensure that all students, regardless of family financial circumstances, could fully participate in the field trips and engagement experiences that strengthen school connectedness, family engagement, and the broader school community. Without this added investment, students from low-income households would have been disproportionately excluded from these opportunities, undermining the action's purpose of building strong family and community partnerships in support of student success.

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

Action 3.1: This action has been effective in contributing to the school's overall improvement in school culture. The collective impact of campus safety efforts, student enrichment activities, schoolwide recognition systems, and survey-based feedback mechanisms is reflected in measurable outcomes, including a decrease in suspension rates, an increase in positive survey responses, higher Average Daily Attendance (ADA), and a reduction in chronic absenteeism. These indicators collectively affirm that the school's intentional and multi-faceted approach to student safety, engagement, and culture is producing meaningful results.

Action 3.2: This action has been effective in sustaining family engagement and maintaining community confidence in the school. The volume of unresolved parent concerns remains low, reflecting a responsive and communicative school environment. Enrollment data further supports the effectiveness of this action: the school began the academic year with 370 students and has maintained that enrollment figure, demonstrating that families are choosing to keep their students at Watts Learning Center Charter Middle School. This stability is a meaningful indicator of family satisfaction and trust in the school's direction and leadership.

Action 3.3: This action is effective in fostering a well-informed, engaged, and empowered parent community. Families are growing in their capacity to support their students academically and are remaining active participants in the life of the school. The school's sustained investment in accessible, multilingual, and varied family engagement strategies reflects an understanding that meaningful parent involvement is foundational to student achievement and long-term school improvement.

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 Middle 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	**Positive School Climate and Behavior Systems** Watts Learning Center Charter Middle School will sustain a positive, inclusive, and student-centered school culture through aligned, intentional strategies. The school will continue the Falcon P.R.I.D.E. Pledge, recited daily by students to reinforce shared values, clear behavioral expectations, and a collective sense of responsibility and belonging. The school will continue to implement the Positive Behavior Interventions and Supports (PBIS) framework through Kickboard, allowing staff to consistently track, reinforce, and celebrate positive student behavior, with students earning incentives redeemable at the Falcon Store to promote accountability, citizenship, and positive decision-making. **Student Engagement and Enrichment Experiences** The school will provide all students with opportunities to engage in a variety of learning experiences that enhance learning and deepen student engagement and motivation. All students will have the opportunity to participate in at least one field trip during the school year, and the school will hold schoolwide assemblies, including awards assemblies that celebrate student success and recognize academic and behavioral achievements. The school will continue to offer student recognition and leadership opportunities that strengthen relationships between students and adults, including Student versus Staff Basketball Games, intramurals,	$385,938.02	N

Action #	Title	Description	Total Funds	Contributing
		and Field Day, and the student-led Watts Up Morning Show that promotes creativity, leadership development, and student voice. **Belonging and Affinity Groups** To ensure inclusivity and a strong sense of belonging for all students, the school will continue to offer structured Affinity Groups, including a Newcomer Group and an African American Affinity Group, that provide students with support, motivation, and meaningful connections to their peers and school community. **Attendance and Connectedness** The school will continue to prioritize attendance and engagement incentives at both the individual student and schoolwide levels to encourage consistent attendance. To directly address transportation barriers, the school will continue to provide daily bus pick-up service, which has supported increased access to school and strengthened student connectedness. **Safe Learning Environment** The school will provide a safe learning environment for all students. The School Safety Plan will be reviewed and revised annually by the administrative team in collaboration with the Campus Safety Officer. Because Watts Learning Center Charter Middle School is co-located with Dymally High School, a Los Angeles Unified School District school, the school will coordinate its safety planning with the co-located campus and align its School Safety Plan accordingly. Campus Safety Officers will be employed to provide supervision and school safety throughout the school day. The school will also ensure that students receive health screenings as required, including vision and hearing screenings, consistent with state and district mandates. **School Climate Survey and Data Analysis** The school will administer the Panorama social-emotional learning 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 identify areas for growth and to inform school practices and supports. **Progress Monitoring** The school will track progress toward sustaining a positive school culture through Kickboard behavior data, attendance data, participation rates in school activities, and student, staff, and family survey results, including the Panorama survey.		

Action #	Title	Description	Total Funds	Contributing
		Leadership will regularly analyze this data to identify trends, celebrate successes, and make informed adjustments to school practices and supports.		
2	Family Engagement in Decision-Making	At Watts Learning Center Charter Middle 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). • **Student Advisory Committee (SAC):** Provides input on the Local Control and Accountability Plan (LCAP) and other key school decisions, per California Education Code 52062(a) by Senate Bill 153 (Chapter 38, Statutes of 2024), **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.	$0	N
3	Parent and Family Engagement	Watts Learning Center Charter Middle School will keep families consistently informed through multiple communication channels. The Parent Coordinator will maintain a calendar of school events and regularly update both the school's website and ParentSquare, and will distribute a weekly ParentSquare message to all families that includes school updates, upcoming events, and practical strategies for supporting student learning at home. Families will have access to	$115,449.14	N

Action #	Title	Description	Total Funds	Contributing
		the PowerSchool Parent Portal to monitor their child's attendance, behavioral records, and academic progress in real time. All written communications sent home will continue to be provided in both English and Spanish to support accessibility and inclusive family engagement. **Parent Workshops and Capacity Building** The school will provide numerous and varied opportunities for parents and guardians to engage with the school community, including parent workshops, schoolwide events, and regular Coffee with the Principal sessions. The Parent Coordinator will facilitate regular parent workshops throughout the year on topics that build family capacity, including English language acquisition, nutrition and healthy cooking, and domestic violence awareness, and will support families in understanding school data, policies, and systems so that parents are empowered to advocate for and support their students. Parents who complete a parent workshop series will be recognized with Parent Awards, affirming the school's commitment to honoring and encouraging active family participation. **Supporting Student Learning at Home** The school will strengthen families' capacity to support student learning at home, including bringing parents on board with the i-Ready diagnostic and learning system, including the diagnostic and MyPath components, so that learning is reinforced beyond the school day. Through the weekly ParentSquare message and the PowerSchool Parent Portal, families will receive practical strategies and real-time information that allow them to actively partner in their child's academic progress. **English Learner and Newcomer Family Support** The school will expand support for the families of English Learners and Newcomer students so that these families can fully participate in their children's education. This includes targeted outreach and resources for the parents of Newcomer students, coordinated with the support the English Learner Program Coordinator provides to families, so that language and cultural barriers do not limit meaningful family engagement. **Family Engagement, Attendance, and School Climate** The school will continue to engage families as partners in supporting attendance and a positive school climate, recognizing that when families are engaged and informed, students benefit from a broader network of support that positively affects attendance, behavior, and overall school climate. The school will strengthen family outreach in support of attendance, including the addition of an		

Action #	Title	Description	Total Funds	Contributing
		attendance clerk to support attendance monitoring and family communication, and will continue to work collaboratively with families to identify and address barriers to consistent attendance. **Parent Voice in School Decision-Making** The school will continue to value and incorporate parent voice in school decision-making through surveys, open houses, academic meetings, ceremonies, and celebrations, and through structured participation in the school's advisory committees. This consistent incorporation of parent input strengthens the trust and collaborative partnership between home and school and contributes to a unified school community committed to student success and shared responsibility for student outcomes. **Language Accessibility** The school will ensure that language barriers do not prevent meaningful participation by providing communications in English and Spanish and offering translation of materials and interpreter services for families when requested, so that all families can engage fully in the academic and cultural life of the school.		
4	Safe, Clean, and Well-Maintained Facilities	**Safe and Clean Learning Environment** Watts Learning Center Charter Middle School 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). **Co-Location and Facility Use** The school is co-located on the campus of Dymally High School, a Los Angeles Unified School District school, through a Proposition 39 Memorandum of Understanding (MOU). The school will continue to operate within the terms of this agreement and coordinate facility use and maintenance responsibilities with	$537,357.24	N

Action #	Title	Description	Total Funds	Contributing
		the co-located campus to maintain a safe and well-functioning learning environment. **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.		

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
$1,684,022	$195,661

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
40.28%	0%	$0	40.28%

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	Watts Learning Center Charter Middle School's comprehensive needs assessment identified persistent academic gaps that fall most heavily on the school's unduplicated student groups. On the 2025 California School Dashboard, the school received an Orange performance level for both the English Language Arts Academic Indicator (-29.0 DFS, below the state's -8.1 DFS) and the Mathematics Academic Indicator (-92.8 DFS, 50.4 points below the state's -42.4 DFS). The largest gaps were concentrated among unduplicated student groups. In mathematics, the English Learner student group performed 38.4 points below the statewide English Learner group, the widest student-group gap, and the socioeconomically disadvantaged (low-income) student group performed 19.9 points below the statewide	This action is designed so that each component directly targets the academic needs of foster youth, English learners, and low-income students through a specific delivery mechanism. For English learners, including Long-Term English Learners, the action provides designated and integrated English Language Development support, targeted small-group instruction focused on the academic language required for grade-level access, and priority access to after-school tutoring through the Expanded Learning Opportunities Program. English learner progress is monitored through Ellevation and weekly i-Ready data so that instructional adjustments occur in real time. These supports specifically address the 38.4-point	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
	group. In English language arts, the English Learner student group performed 8.9 points below the statewide group. The pattern is multi-year: on the 2023 California School Dashboard, the school received a red performance level for the mathematics academic indicator for all students and for the English Learner, socioeconomically disadvantaged, and Hispanic student groups; on the 2024 California School Dashboard, the Long-Term English Learner student group received a red performance level for the English language arts academic indicator; and on the 2025 California School Dashboard, the English Learner student group received a red performance level for the mathematics academic indicator. Local diagnostic data confirm the same pattern: students performing three or more grade levels below standard, the category in which unduplicated students are overrepresented, require intensive intervention to make growth toward grade level. The identified need for unduplicated students is therefore sustained, intensive, tiered academic intervention in both English language arts and mathematics, including small-group instruction, extended learning time beyond the regular school day, and progress monitoring matched to each student's specific needs.	mathematics gap and the 8.9-point English language arts gap between the school's English Learner student group and the statewide English Learner group. For low-income students, who make up 99.7% of the school's enrollment and overlap with every student group performing below state, the action removes the cost and access barriers that drive academic gaps. The school provides embedded Study Smart Tutors in mathematics classrooms two to three days per week to reinforce Tier I instruction, a Math Interventionist and a Reading Interventionist who deliver Tier II support and coach classroom teachers, Mathnasium contracted Saturday School mathematics tutoring, and free access to extended learning time through after-school tutoring and Summer School. These components ensure that low-income students receive the additional instructional time and individualized intervention that higher-income peers may otherwise access privately. For foster youth, the action provides weekly Data Chats that establish a regular, individualized academic conversation between every student and a teacher or advisor, priority access to all tiers of intervention and extended learning supports, and coordination with the attendance and counseling supports under Goal 1, Action 3. These structures specifically address the stability and continuity-of-instruction challenges this student group commonly faces. The action also improves the quality of intervention through professional development for special education teachers, the Math and Reading Interventionists' coaching of classroom teachers, and the unified schoolwide approach to annotating mathematics word problems, ensuring that the supports unduplicated students receive grow in both quantity and quality. **Justification for Schoolwide Provision** This action is provided on a schoolwide basis, rather than as a limited action, because the school's data and	

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 design of the action demonstrate that schoolwide delivery is the only effective way to reach unduplicated students with the supports the needs assessment identified. First, the school's unduplicated student groups are present in every classroom and every grade. With 99.7% of students socioeconomically disadvantaged, 27% English learners, and foster youth distributed across the school, an effective tiered intervention system must be embedded in every classroom. Pulling unduplicated students into a separate, limited program would remove them from grade-level instruction and break the integrated push-in model the needs assessment identified as most effective. Second, the mechanisms that make this action effective for unduplicated students are mechanisms that operate at the classroom and schoolwide level. The Math and Reading Interventionists' coaching of classroom teachers improves the Tier I instruction unduplicated students receive throughout the school day. The Study Smart Tutors' push-in model reinforces Tier I instruction without removing students from grade-level content. The schoolwide approach to annotating mathematics word problems eliminates the need for unduplicated students to navigate different annotation systems across grade levels. Limiting these mechanisms to a subset of students would eliminate the very supports that make the action effective. Third, the schoolwide provision is principally directed toward, and effective in, meeting the goals for unduplicated students. The Identified Need above demonstrates that the academic gaps the action is designed to close are concentrated among the English learner, low-income, and foster youth student groups, and the How the Action Addresses That Identified Need section demonstrates that each component is structured to target those gaps. The schoolwide scope is therefore not a default delivery model; it is the delivery model	

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
		that most effectively addresses the unduplicated student group needs the action is designed to serve.	
Goal 1, Action 3	Watts Learning Center Charter Middle School's comprehensive needs assessment identified attendance, behavior, and belonging needs that fall most heavily on the school's unduplicated student groups. On the 2025 California School Dashboard, the school received a red performance level for the Chronic Absenteeism indicator for all students and for the English learner, socioeconomically disadvantaged, and Hispanic student groups. On the 2024 California School Dashboard, the school received a red performance level for chronic absenteeism for the Students with Disabilities student group, many of whom are also unduplicated, and on the 2023 California School Dashboard, the school received a red performance level for the suspension rate indicator for all students and for the socioeconomically disadvantaged and African American student groups. The school's root cause analysis attributed these patterns to gaps in belonging and connectedness, including the loss of the EmpowerHer African American student group, inconsistent implementation of affinity spaces, and limited coordination of engagement opportunities, rather than to student behavior alone. Local social-emotional learning survey data further indicated that the school's lowest-scoring climate areas, sense of belonging (39% favorable) and student perception that they matter to others (34% favorable), are conditions that disproportionately affect unduplicated students. The identified need for unduplicated students is therefore a sustained, tiered system of social, emotional, behavioral, and mental health supports that strengthens belonging, removes barriers to consistent attendance, prevents disciplinary exclusion, and provides timely access to mental health care.	This action is designed so that each of its core components directly targets the social, emotional, behavioral, and mental health needs of foster youth, English learners, and low-income students through specific delivery mechanisms. For low-income students, who make up 99.7% of the school's enrollment and overlap substantially with every student group performing below state on attendance and discipline, the action removes the cost and access barriers that drive attendance and engagement gaps. The school provides daily bus pick-up service for students with identified transportation challenges, weekly attendance incentives such as Free Dress Fridays and field trips, individualized attendance contracts, and the addition of an attendance clerk to strengthen monitoring and family outreach. These supports specifically address the transportation, scheduling, and family-communication barriers that disproportionately limit low-income students' consistent access to school. For English learners, the action provides the Newcomer Affinity Group, which strengthens belonging and language acquisition for recently arrived multilingual learners, and continues the supports tied to the strong attendance and behavior outcomes already demonstrated by the English Learner and Long-Term English Learner student groups on the 2025 Dashboard (green performance levels for suspension rate). The action also ensures that the Tier II and Tier III supports of MTSS, including counseling and small-group interventions, are accessible to English learners regardless of language background, through coordinated outreach by the English Learner Program Coordinator and bilingual communication. For foster youth, the action provides individualized supports through the school counselor's intensive one-	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
		on-one counseling addressing grief, homelessness, and other challenges, weekly check-ins, and priority access to tiered behavior and mental health interventions, addressing the unique stability and trauma-related needs this student group commonly faces. The action also strengthens the quality of the supports unduplicated students receive through the schoolwide Positive Behavior Interventions and Supports (PBIS) framework anchored in the Falcon P.R.I.D.E. values, Kickboard behavior tracking that identifies students for early preventive support before incidents lead to suspension, the Black Affinity Group and Newcomer Affinity Group that rebuild belonging for the student groups most affected by suspension and absenteeism disparities, and the alignment of behavior supports with individualized plans for Students with Disabilities, many of whom are also unduplicated. Mental health is supported through the school counselor's individual and group counseling and crisis response. **Justification for Schoolwide Provision** This action is provided on a schoolwide basis, rather than as a limited action, because the school's data demonstrate that schoolwide delivery is the most effective and principled way to improve outcomes for unduplicated students. The justification rests on three specific reasons. First, the school's unduplicated student groups are present in every classroom in every grade. With 99.7% of students socioeconomically disadvantaged, 27% English learners, and foster youth distributed across the school, an effective system of social, emotional, behavioral, and mental health support must be embedded schoolwide. Limiting PBIS, counseling access, attendance incentives, and affinity groups to a subset of students would leave the daily classroom and campus environment unchanged for the unduplicated students the action is designed to serve, and would not	

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
		address the belonging, behavior, and attendance conditions identified in the needs assessment. Second, the design of the action's mechanisms is what produces results for unduplicated students. A culture of belonging cannot be created for one student group within a school where other students do not share the same expectations and supports. The Falcon P.R.I.D.E. PBIS framework, the welcoming morning environment, Kickboard recognition, and the daily pledge work for unduplicated students precisely because they are schoolwide systems that shape the climate every student experiences. Restricting them to a limited group would dismantle the mechanism that delivers the outcome. Third, the schoolwide provision is principally directed toward, and effective in, meeting the goals for unduplicated students. The Identified Need above demonstrates that the attendance, suspension, and belonging gaps the action is designed to close are concentrated among the English learner, low-income, foster youth, and overlapping Students with Disabilities student groups, and the Action Design demonstrates that each component is structured to target those gaps through transportation support, affinity groups, individualized attendance and behavior plans, the attendance clerk, and counseling access. The schoolwide scope is therefore not a default; it is the delivery model that most effectively addresses the unduplicated student group needs the action is designed to serve.	
Goal 2, Action 1	Watts Learning Center Charter Middle School's comprehensive needs assessment identified persistent academic gaps for its unduplicated student groups that require both additional instructional time and stronger teacher capacity to address. On the 2025 California School Dashboard, the school's schoolwide English language arts (-29.0 DFS) and mathematics (-92.8 DFS) results placed the school below state, with the largest	This action is designed so that both components, expanded instructional time and professional development, directly target the academic needs of foster youth, English learners, and low-income students through specific delivery mechanisms. The expanded instructional time component provides 180 instructional days, a longer school day, and a longer school year, exceeding the minimum number of	The metrics used to monitor effectiveness are: • #1: ELA CAASPP • #2: Math CAASPP • #16: Implementation of the State Academic

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
	gaps concentrated among the English learner and socioeconomically disadvantaged student groups. The needs assessment further identified two interconnected causes. First, students who entered the year furthest from proficiency, the population in which unduplicated students are overrepresented, required substantially more than one year of typical growth to reach grade level, which can only be accomplished through additional instructional time. Second, the quality of instruction in the classroom proved to be the decisive factor in whether students made that accelerated growth: where teachers received consistent professional development and instructional planning support, students grew rapidly, and where teacher quality or stability faltered, gains slowed. The identified need for unduplicated students is therefore both expanded instructional time and sustained, schoolwide investment in the professional capacity of every teacher serving them.	instructional days required of charter schools under state law. For unduplicated students who began the year multiple grade levels below proficiency, additional instructional minutes per day and additional school days per year directly translate into more opportunities to receive Tier I instruction, more time embedded with the small-group intervention and progress-monitoring systems described in Goal 1 Action 2, and a greater opportunity to master grade-level standards. The expansion specifically benefits unduplicated students because they are the students for whom each additional instructional minute closes a gap rather than maintaining proficiency. Low-income students whose families may lack access to private tutoring, enrichment, or extended learning at home are particularly affected: the longer day and year provide the additional structured learning time that higher-income peers may receive outside school but that low-income students otherwise would not. The summer and non-instructional professional development component provides 10 days of summer professional development that align teachers around schoolwide initiatives so that collective efforts are focused and purposeful, and five additional non-instructional days during the year for professional development, data review, refocusing priorities, and revising goals to maintain instructional alignment throughout the year. These professional development days are designed to build teacher capacity in the exact instructional practices the needs assessment identified as most consequential for unduplicated students, including integrated English Language Development across all disciplines for English learners, data-informed instruction using i-Ready and Interim Comprehensive Assessment results for students performing below grade level, accommodations and modifications for students with disabilities (many of whom are also unduplicated), and the schoolwide Claim, Evidence, Reasoning framework that strengthens academic literacy for	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
		students whose foundational language skills are still developing. The non-instructional days dedicated to data review specifically allow teachers to disaggregate progress for unduplicated student groups and adjust instruction in response, ensuring that the additional instructional time produces measurable gains for these students rather than benefiting only higher-performing peers. **Justification for Schoolwide Provision** This action is provided on a schoolwide basis, rather than as a limited action, because the school's data demonstrate that schoolwide delivery is the most effective and principled way to improve outcomes for unduplicated students. The justification rests on three specific reasons. First, instructional time and teacher capacity cannot be delivered as a limited service. A longer school day and longer school year are, by definition, schoolwide features of the school's calendar and bell schedule; they cannot be provided only to unduplicated students because the school operates one calendar for all students. Similarly, the summer and non-instructional professional development days build the capacity of every teacher serving unduplicated students throughout the school day, and limiting professional development to a subset of teachers would leave unduplicated students taught by other teachers without the supports the action is designed to deliver. Second, the design of the action's mechanisms is what produces results for unduplicated students. The expanded instructional time is most consequential for the students furthest from proficiency, in whom unduplicated students are overrepresented, because they need additional time to close gaps rather than maintain proficiency. The professional development is most consequential for unduplicated students because the practices being developed, including integrated	

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
		ELD, differentiated instruction, data-informed adjustment, and IEP-aligned supports, are the practices that directly address the gaps the needs assessment identified for English learners, low-income students, and foster youth. Third, the schoolwide provision is principally directed toward, and effective in, meeting the goals for unduplicated students. The Identified Need above demonstrates that the academic gaps the action is designed to close are concentrated among the English learner, low-income, and foster youth student groups, and the Action Design demonstrates that both components are structured to produce outcomes for those groups through the mechanism of additional time and stronger teacher capacity. The schoolwide scope is therefore not a default; it is the only delivery model through which expanded instructional time and teacher capacity can effectively reach unduplicated 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
Goal 1, Action 7	Watts Learning Center Charter Middle School's comprehensive needs assessment identified Long-Term English Learners as a student group with urgent, distinct needs that are not fully addressed by schoolwide supports alone. On the 2024 California School Dashboard, the school received a red performance level for the Long-Term English Learner student group on the English Learner Progress Indicator and a red performance level for	This is designed so that each component directly targets the specific reclassification needs of Long-Term English Learners through specific delivery mechanisms. The action provides daily designated and integrated English Language Development support within the school's A/B Block schedule, supplemented by instructional aide support and small-group instruction in designated ELD classrooms, ensuring that Long-Term English Learners receive the intensive, sustained language instruction needed to reach proficiency. The action	The metrics used to monitor effectiveness are: • #6: Reclassification Rates • #4: ELPI • #5 ELPAC Proficiency

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	the same student group on the English language arts Academic Indicator. The school's reclassification rate declined over multiple years before beginning to recover, from 28.0% in 2022-23 to 13.5% in 2023-24 to 5.2% in 2024-25, with a projected rate of 12% for 2025-26. Long-Term English Learners are, by definition, students who have been enrolled in school for six or more years and have not yet been reclassified as fluent English proficient, meaning they have remained classified as English learners across many years of schooling despite ongoing instruction. The needs assessment further identified that this student group requires targeted strategies focused on the academic language and literacy skills that distinguish reclassification from ongoing English learner status, rather than broader English language development alone. The identified need is therefore intensive, individualized, and reclassification-focused support designed for students whose long-term English learner status indicates that standard English language development pathways have not been sufficient to move them toward proficiency.	prioritizes targeted small-group instruction focused specifically on the academic language and literacy skills required for reclassification, which differ from general ELD instruction and address the precise gap between Long-Term English Learner performance and the criteria that would allow them to reclassify. Teachers will participate in evidence-based professional development that builds capacity in research-based strategies to accelerate language acquisition for English learners, with specific attention to the needs of Long-Term English Learners. This ensures that academic language support is consistent across every classroom Long-Term English Learners attend, not concentrated in the ELD setting, so that these students encounter coherent, intentional language instruction throughout the school day. Long-Term English Learners will have access to tutoring services through the Expanded Learning Opportunities Program, providing additional language and literacy practice beyond the regular school day to accelerate their progress toward reclassification. The Ellevation platform supports data-informed decisions for English learners, and for Long-Term English Learners specifically helps teachers and the English Learner Program Coordinator monitor each student's language development, identify those at risk of remaining un-reclassified, and target instruction toward the specific domains in which a student needs to grow to meet reclassification criteria. The English Learner Program Coordinator provides coordinated oversight of supports for Long-Term English Learners, tracks progress toward reclassification throughout the year, and supports the required two-year monitoring of reclassified students. **Justification for Limited Provision:** This action is provided as a limited action, serving only Long-Term English Learners, because the school's data and the design of the action demonstrate that limited provision is the most effective and principled way to meet this student group's distinct needs. First, Long-Term English Learners have needs that differ from those of newer English Learners and from those of fully English-proficient students. A Long-Term English Learner has, by definition, already received English language development	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		instruction for six or more years; what these students require is not simply more general ELD but targeted, intensive, reclassification-focused support designed for students whose language development trajectory has not produced reclassification through standard pathways. Providing this specific intervention to students who are not Long-Term English Learners would not address the schoolwide need and would dilute the targeted resources Long-Term English Learners require to reclassify. Second, the design of the action's mechanisms is built around the reclassification criteria that apply only to English learners who have not reclassified. Targeted small-group instruction focused on the academic language required for reclassification, Ellevation monitoring against reclassification domains, and the English Learner Program Coordinator's reclassification tracking are all defined by the reclassification process itself. Providing them to students who have already reclassified or who were never classified as English learners would not advance the goal of the action. Third, the action is principally directed toward, and effective in, meeting the goals for the Long-Term English Learner student group. The Identified Need above demonstrates that the gaps the action is designed to close, specifically the 2024 Dashboard red performance level for the Long-Term English Learner student group on both ELPI and ELA and the declining multi-year reclassification rate, are concentrated in this student group. The limited scope is therefore not a default; it is the delivery model that most effectively addresses the distinct reclassification needs the action is designed to serve. Other actions in this LCAP, including Goal 1, Action 6 (Multilingual Learner Support and Language Development), continue to serve the broader English Learner student group, ensuring that English Learners who are not Long-Term English Learners receive coordinated support through those actions.	

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 Middle 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:	$ 4,303,994.00	$ 4,351,795.32

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	Yes	$ 369,879	$ 407,910
1	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	No	$ 1,190,303	$ 1,089,865
1	2	MEASURING STUDENT PROGRESS - ASSESSMENTS	Yes	$ 23,932	$ 42,333
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	$ 176,196	$ 176,546
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	No	$ 399,461	$ 399,461
1	4	BROAD COURSE OF STUDY	No	$ 163,875	$ 155,517
1	5	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	No	$ 537,357	$ 593,035
1	6	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	$ 278,937	$ 261,537
1	7	SERVICES TO SUPPORT STUDENTS WITH DISABILITIES (SWD)	No	$ 471,125	$ 486,126
2	1	PRE-SERVICE & ON-GOING PROFESSIONAL DEVELOPMENT TO SUPPORT HIGH QUALITY INSTRUCTION	No	$ 21,250	$ 51,000
2	2	STRENGTHENING EL PROGRAM & SERVICES	Yes	$ 138,822	$ 109,760
2	3	CORE CURRICULAR PROGRAM NEEDS	No	$ -	$ -
2	4	CLOSING THE DIGITAL DIVIDE	Yes	$ 137,704	$ 137,704
2	4	CLOSING THE DIGITAL DIVIDE	No	$ 9,999	$ -
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	Yes	$ 223,074	$ 241,736
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	No	$ 49,807	$ 90,745
3	2	PARENT INPUT IN DECISION¬MAKING	No	$ -	$ -
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	Yes	$ 110,273	$ 103,640
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	No	$ 2,000	$ 4,880

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)
$ 1,481,166	$ 1,458,817	$ 1,481,166	$ (22,348)	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	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	$ 369,879	$ 407,909.92	0.000%	0.000%
1	2	MEASURING STUDENT PROGRESS - ASSESSMENTS	Yes	$ 23,932	$ 42,332.50	0.000%	0.000%
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	$ 176,196	$ 176,546.25	0.000%	0.000%
1	6	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	$ 278,937	$ 261,536.78	0.000%	0.000%
2	2	STRENGTHENING EL PROGRAM & SERVICES	Yes	$ 138,822	$ 109,760.42	0.000%	0.000%
2	4	CLOSING THE DIGITAL DIVIDE	Yes	$ 137,704	$ 137,703.75	0.000%	0.000%
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	Yes	$ 223,074	$ 241,736.28	0.000%	0.000%
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	Yes	$ 110,273	$ 103,639.68	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)
$ 3,678,818	$ 1,481,166	0.000%	40.262%	$ 1,481,166	0.000%	40.262%	$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	$ 4,180,789	$ 1,684,022	40.280%	0.000%	40.280%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 3,974,561	$ 667,050	$ -	$ 330,079	$ 4,971,689.70	$ 3,920,675	$ 1,051,015

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	$ -	$ 24,720	$ 24,720	$ -	$ -	$ -	$ 24,720	0.000%
1	2	Tiered Academic Intervention and Support Through MTSS	All	Yes	Schoolwide	All	WLC MS	2026-27	$ 250,116	$ 9,690	$ 259,806	$ -	$ -	$ -	$ 259,806	0.000%
1	2	Tiered Academic Intervention and Support Through MTSS	All	No				2026-27	$ 144,015	$ 151,297	$ -	$ 151,297	$ -	$ 144,015	$ 295,312	0.000%
1	3	Social, Emotional, Behavioral, and Mental Health Supports Through MTSS	All	Yes	Schoolwide	All	WLC MS	2026-27	$ 347,946	$ -	$ 347,946	$ -	$ -	$ -	$ 347,946	0.000%
1	4	Access to a Broad Course of Study	All	No				2026-27	$ 172,500	$ -	$ 172,500	$ -	$ -	$ -	$ 172,500	0.000%
1	5	Inclusive Special Education Program and Services	All	No				2026-27	$ 323,317	$ 216,000	$ -	$ 442,399	$ -	$ 96,918	$ 539,317	0.000%
1	6	Multilingual Learner Support and Language Development	All	No				2026-27	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
1	7	Long-Term English Learner Language Acquisition and Reclassification	English Learners	Yes	Limited	English Learners	WLC MS	2026-27	$ 211,228	$ -	$ 211,228	$ -	$ -	$ -	$ 211,228	0.000%
2	1	Credentialed Educators for Every Classroom	All	Yes	Schoolwide	All	WLC MS	2026-27	$ 865,042	$ -	$ 865,042	$ -	$ -	$ -	$ 865,042	0.000%
2	1	Credentialed Educators for Every Classroom	All	No				2026-27	$ 952,108	$ -	$ 952,108	$ -	$ -	$ -	$ 952,108	0.000%
2	2	Professional Development and Instructional Leadership	All	No				2026-27	$ 100,650	$ 12,000	$ 15,150	$ 8,354	$ -	$ 89,146	$ 112,650	0.000%
2	3	Standards-Aligned Curriculum for Every Student	All	No				2026-27	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	4	Technology to Power Teaching and Learning	All	No				2026-27	$ 87,317	$ 65,000	$ 87,317	$ 65,000	$ -	$ -	$ 152,317	0.000%
3	1	Safe and Supportive Learning Environment and Student Engagement	All	No				2026-27	$ 366,438	$ 19,500	$ 385,938	$ -	$ -	$ -	$ 385,938	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	$ 15,451	$ 115,449	$ -	$ -	$ -	$ 115,449	0.000%
3	4	Safe, Clean, and Well-Maintained Facilities	All	No				2026-27	$ -	$ 537,357	$ 537,357	$ -	$ -	$ -	$ 537,357	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
$ 4,180,789	$ 1,684,022	40.280%	0.000%	40.280%	$ 1,684,022	0.000%	40.280%	**Total:**	$ 1,684,022
								LEA-wide Total:	$ -
								Limited Total:	$ 211,228
								Schoolwide Total:	$ 1,472,795

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 MS	$ 259,806	0.000%
1	3	Social, Emotional, Behavioral, and Mental Health Supports Through MTSS	Yes	Schoolwide	All	WLC MS	$ 347,946	0.000%
1	7	Long-Term English Learner Language Acquisition and Reclassification	Yes	Limited	English Learners	WLC MS	$ 211,228	0.000%
2	1	Credentialed Educators for Every Classroom	Yes	Schoolwide	All	WLC MS	$ 865,042	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).