



## Board of Education Report

**File #:** Rep-194-24/25

**Agenda Date:**2/11/2025

**In Control:** Charter Schools Division

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### Approval of the Renewal Petition for Watts Learning Center [PUBLIC HEARING]

Charter Schools Division

#### **Brief Description:**

(Approval of the Renewal Petition for Watts Learning Center) Recommends approval of the renewal petition for Watts Learning Center, located in Board District 7 and Region South, for five (5) years, beginning July 1, 2025, until June 30, 2030, to serve up to 375 students in grades TK-5 in each year of the charter term.

#### **Action Proposed:**

Approve the renewal petition for Watts Learning Center (“Charter School”), located in Board District 7 and Region South, for five (5) years, beginning July 1, 2025 until June 30, 2030, to serve up to 375 students in grades TK-5 in each year of the charter term. The school is requesting to decrease its current enrollment capacity from 400 students to 375 students. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

#### **Background:**

Watts Learning Center is a TK-5 school currently serving 367 students on a private facility at 310 W. 95<sup>th</sup> Street, Los Angeles, CA, 90003 in Board District 7 and Region South. Watts Learning Center was originally approved by the LAUSD Board of Education on June 23, 1997. On March 14, 2017, the charter school was renewed for a five-year term to serve 400 students in grades TK-5. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Watts Learning Center expires June 30, 2025.

On November 14, 2024, Watts Learning Center submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through February 12, 2025.

An initial Public Hearing was held on December 10, 2024.

Based on a comprehensive review and assessment of Charter School’s renewal petition application and its record of performance, staff has determined that Charter School has met the requirements for renewal and therefore recommends approval of the renewal petition.

#### Due Diligence:

Current Watts Learning Center governing board members completed questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. A due diligence review of the charter school and its governing organization, school leader, and financial manager, was performed by the Office of the

Inspector General.

Statutory Framework and Criteria for Renewal:

A charter school must demonstrate that it is eligible for a renewal of its charter by meeting specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

Criterion 1: The Charter Schools Act provides that renewals are governed by the standards and criteria described in Education Code section 47605 applicable to initial petitions. The first criterion considered in reviewing a renewal petition requires an analysis of the following:

- Whether the petition includes a sound educational program;
- Whether the petition contains a reasonably comprehensive description of the 15 elements required for petitions;
- Whether the petition contains an affirmation of each of the conditions described in Education Code section 47605(e); and
- Whether the charter school is likely to successfully implement the program set forth in the petition. Education Code section 47607(b) provides that renewals are governed by the standards and criteria described in section 47605 applicable to initial petitions. (The Board may not consider the community impact analysis or District fiscal analysis in determining whether to grant or deny a renewal petition).

Criterion 2: The Board is required to consider the charter school’s performance on the California School Dashboard accountability indicators. Education Code sections 47607 and 47607.2 prescribe three-tiers of performance classification in which a charter school falls within one of the following categories - “high,” “middle,” or “low.” The three-tier classification considers a charter school’s performance on the California School Dashboard accountability indicators, with an emphasis on the measurements of academic performance.

Criterion 3: Notwithstanding Criterion 1 and 2, the Board must also consider whether the charter school’s enrollment or dismissal practices are discriminatory as grounds for nonrenewal. (Ed. Code, § 47607 (e).) Additionally, the Board considers whether the charter school has substantial fiscal or governance factors as grounds for nonrenewal. (Ed. Code, § 47607(e).)

**Expected Outcomes:**

Charter School is expected to operate its school in a manner consistent with Board action, policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms and conditions set forth in Charter School’s petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the charter petition.

**Board Options and Consequences:**

“Yes” - If the Board adopts the recommendation of approval of the renewal charter petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2025.

“No” - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal charter petition, Charter School would not be authorized to continue operations as a charter school. The petitioners may appeal a denial to Los Angeles County Board of Education. If the petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles

County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 194, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education's adopted written findings of fact for the denial of Charter School renewal petition.

**Policy Implications:**

All provisions in the FSDRL shall be consistent with and be governed by all applicable legal and District policy requirements. To the extent any inconsistency may exist between any provision contained in the FSDRL and any applicable legal and District policy requirement, those applicable legal and District policy requirements shall control and the FSDRL shall be updated accordingly.

**Budget Impact:**

State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(d), a chartering authority that grants a charter to a charter school to be operated as or by a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school, if the chartering authority has complied with all oversight responsibilities required by law including, but not limited to, those required by Education Code section 47604.32 and Education Code section 47605(m). As the chartering authority, the District will continue to monitor and evaluate the charter school's fiscal condition and operations, and management of public funds, including review of all legally required fiscal reports, and the annual update of the charter school's LCAP. (Ed. Code, §§ 47604.32, 47604.33, 47606.5.) Any significant modifications to the charter school's charter or operations that raise financial implications would require a material revision prior to implementation. Charter schools are expected to secure and maintain all insurance coverage consistent with all applicable legal, District and charter requirements.

Charter School has selected to join the LAUSD Special Education Local Planning Area (SELPA) Option 3. Charter School's fair share contribution to special education will be 10% of the charter school's AB 602 (rate includes Base, Cost-of-Living Adjustment (COLA), and Growth/Decline reduced by the amount withheld for Program Specialist/Regionalized Services) and Federal IDEA revenues. This amount will be paid from Charter School's Local Control Funding Formula ("LCFF") funds or other unrestricted revenue sources and will be allocated to support the existing District-wide administration of special education supports and services. The amount withheld by the District from the Program Specialist/Regionalized Services in fiscal year will continue to be withheld and adjusted annually for COLA. An additional 10% of special education revenues will be retained by the District and allocated as directed by the Advisory Board and members of the LAUSD SELPA Option 3, with the leadership of the Director, Charter Operated Programs. These funds will be used to support the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and, to create and implement new programs that serve students in charter schools. If Charter School does not spend their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent special education funds of the previous fiscal year.

In addition to the payments required under this option, Charter School may request specific special education related services from the District through fee-for-service arrangements that will reflect the calculated cost of the requested services and will be contingent on the District's available resources.

Any change in the Option election that occurs during Charter School's charter term shall be mutually agreed upon and addressed in a Memorandum of Understanding (MOU) between the charter school and the District. The new Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

**Student Impact:**

As stated in the LAUSD Policy and Procedures for Charter Schools, "[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools," (Policy, p.3). Based on a comprehensive review and assessment of Charter School's renewal petition application, staff has determined that Charter School has met the requirements for charter school approval

**Equity Impact:**

Not applicable

**Issues and Analysis:**

If all applicable pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda as consistent with the Charter Schools Act and the LAUSD Policy and Procedures for Charter Schools.

**Attachments:**

Attachment A - Staff Assessment and Recommendation Report

Attachment B - Watts Learning Center Data Set

Attachment C - Verified Data Reports

Attachment D - Desegregation Impact Statement

Budget and Petition will be available prior to the board meeting at the following link:

[[https://drive.google.com/drive/folders/1OrIUVTosEid7QyBnvc5aq6JwEITDBaN5?usp=drive\\_link](https://drive.google.com/drive/folders/1OrIUVTosEid7QyBnvc5aq6JwEITDBaN5?usp=drive_link)]

**Submitted:**

01/15/25

**RESPECTFULLY SUBMITTED,**

**APPROVED & PRESENTED BY:**

\_\_\_\_\_  
ALBERTO M. CARVALHO  
Superintendent

\_\_\_\_\_  
VERONICA ARREGUIN  
Chief Strategy Officer  
Office of the Chief Strategy Officer

**REVIEWED BY:**

**APPROVED & PRESENTED BY:**

\_\_\_\_\_  
DEVORA NAVERA REED  
General Counsel

\_\_\_\_\_  
JOSÉ COLE-GUTIÉRREZ  
Director  
Charter Schools Division

\_\_\_ Approved as to form.

**REVIEWED BY:**

\_\_\_\_\_  
NOLBERTO DELGADILLO  
Deputy Chief Business Officer, Finance

\_\_\_ Approved as to budget impact statement.

ATTACHMENT A

**STAFF ASSESSMENT AND RECOMMENDATION REPORT**  
**RENEWAL PETITION**

Board of Education Report 194-24/25

February 11, 2025

School Name:	<b>Watts Learning Center</b>			<b>BOARD IS REQUIRED TO TAKE ACTION BY:  February 12, 2025</b>
Type of Charter School:	<b>Start-Up Independent Charter School</b>			
Charter Operator	<b>Watts Learning Center Foundation, Inc.</b>			
Location Code:	<b>7620</b>			
Type of Site(s):	<b>Private</b>			
Site Address(es):	<b>310 W. 95<sup>th</sup> Street, Los Angeles, CA 90003</b>			
Board District(s):	<b>7</b>	Region(s):	<b>South</b>	
Grade Levels Served:	<b>TK-5</b>	Current Enrollment:	<b>367</b>	
Grade Levels Authorized in Current Charter:	<b>TK-5</b>	Approved Enrollment in Current Charter:	<b>400</b> (see proposed change in “Action Proposed” below)	
<b>CONSIDERATION:</b>	<b>Renewal</b>			
<b>CDE PERFORMANCE CATEGORY:</b> (PER CDE’S 2024 CLASSIFICATION)	<b>Middle Performing</b>			
<b>STAFF RECOMMENDATION:</b>	<b>Approval for a five (5)-year term (2025-2030)</b>			
<b>PROPOSED BENCHMARKS:</b>	None			

**STAFF ASSESSMENT**

**I. ACTION PROPOSED**

Staff recommends approval of the renewal petition for Watts Learning Center (“Charter School”), located in Board District 7 and Region South, for a term of five (5) years, beginning July 1, 2025, until June 30, 2030, to serve up to 375 students in grades TK-5 in each year of the charter term. The school is requesting to decrease its current enrollment capacity from 400 students to 375 students to reduce class sizes and more effectively provide students with tailored services and supports.

**II. RENEWAL REQUIREMENTS**

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in Education Code sections 47605, 47607, 47607.2, and 47611.5.

**Criteria for Charter School Renewal and Grounds for Nonrenewal**

As part of staff’s holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal of its charter under the specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners likely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)

**These criteria have been determined not to be bases for denial.**

- **Criterion 2:** Is the charter school “high,” “middle,” or “low” performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?

**These criteria have been determined not to be bases for denial.**

- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)

**These criteria have been determined not to be bases for denial.**

**Charter Petition Requirement:**

In accordance with Education Code section 47611.5, a charter school charter shall contain a declaration regarding whether or not the charter school shall be deemed the exclusive public school employer of the employees at the charter school for the purposes of Section 3540.1 of the Government Code, and that declaration shall not be materially inconsistent with the charter.

- Does the petition contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school?

**This requirement has been determined not to be a basis for denial.**

**III. GENERAL SCHOOL INFORMATION**

**A. School History**

	<b>Watts Learning Center</b>
<b>Initial Authorization:</b>	On June 23, 1997, Watts Learning Center was authorized by the LAUSD Board of Education to serve students in grades K-5.
<b>Most Recent Renewal</b>	The charter was renewed on March 14, 2017 for a five-year term (July 1, 2017 - June 30, 2022) to serve up to 400 students in grades TK-5.  Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Watts Learning Center expires June 30, 2025.

	<b>Watts Learning Center</b>
<b>Approved Material Revisions of Current Charter:</b>	Not applicable
<b>Board Benchmarks in Current Charter Term:</b>	Not applicable
<b>Submission of Renewal Petition Application:</b>	Watts Learning Center submitted its renewal petition application on November 14, 2024. The 90-day statutory timeline for Board action on the petition runs through February 12, 2025.
<b>Concurrent Request for Material Revision:</b>	Not applicable
<b>Master Plan for English Learners and Standard English Learners:</b>	Watts Learning Center implements the LAUSD Master Plan for English Learners and Standard English Learners.
<b>Special Education SELPA</b>	Watts Learning Center participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

**B. Charter School Operator**

Watts Learning Center is operated by Watts Learning Center Foundation, Inc., a California nonprofit public benefit corporation that also operates one other LAUSD-authorized charter school.

**IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE**

a. Summary

Watts Learning Center has been identified by the state as a Middle performing charter school. The recommendation for renewal has considered the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard, and whether there was clear and convincing verified data evidence showing the school demonstrated measurable increases in academic achievement, as defined by at least one year’s progress in each year in school, and/or strong postsecondary outcomes, as applicable. The school did not consistently attain measurable increases in academic achievement in all academic performance indicators schoolwide and for all numerically significant student groups between 2022 and 2023 and between 2023 and 2024 based on California School Dashboard data. However, the charter school provided three years of verified data for All Students demonstrating one year’s progress in each applicable year, and three years of verified data reports for student groups, which also showed one year’s progress for all student groups for each applicable year. Please see the attached Watts Learning Center Data Set and Verified Data Reports.

b. Measurements of Academic Performance on the California School Dashboard

Due to the COVID-19 pandemic, the 2022 Dashboard only displayed one year of data (also known as Status). Status Levels are reported based on the 2021-2022 school year data using



one of five Status Levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status Levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Below, the 2023 and 2024 Dashboard Performance Levels (colors) based on two years' data are provided.

### Watts Learning Center Dashboard Indicators

School Year	ELA	Math	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
2021-2022	Low	Low	High	Not Applicable	Very High	Not Applicable	Very Low
2022-2023	Orange	Yellow	Red	Not Applicable	Yellow	Not Applicable	Green
2023-2024	Orange	Orange	Green	Not Applicable	Yellow	Not Applicable	Orange

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

#### c. English Language Arts Indicator

In 2022 in English Language Arts (ELA), the charter school's Distance from Standard (DFS) was lower than the state for All Students and higher than the state for three of four numerically significant student groups. In 2023 in ELA, the charter school's DFS was lower than the state for All Students and higher than the state for all four numerically significant student groups. In 2024 in ELA, the charter school's DFS was lower than the state for All Students and lower than the state for three of four numerically significant student groups.

### Watts Learning Center - English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Low	-37.9	Low	-12.2	Lower
Black or African American	Met	Low	-30.6	Low	-57.7	Higher
Latino	Met	Low	-42.0	Low	-38.6	Lower
English Learner	Met	Low	-58.8	Low	-61.2	Higher
Socioeconomically Disadvantaged	Met	Low	-37.7	Low	-41.4	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

### Watts Learning Center - English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Orange	-37.9	0.0	Orange	-13.6	Lower
Black or African American	Met	Orange	-38.0	-7.4	Orange	-59.6	Higher
Latino	Met	Yellow	-38.8	3.2	Orange	-40.2	Higher

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
English Learner	Met	Yellow	-48.3	10.5	Orange	-67.7	Higher
Socioeconomically Disadvantaged	Met	Orange	-36.2	1.5	Orange	-42.6	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

### Watts Learning Center - English Language Arts Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
<b>All Students</b>	<b>Met</b>	<b>Orange</b>	<b>-52.0</b>	<b>-14.1</b>	<b>Orange</b>	<b>-13.2</b>	<b>Lower</b>
Black or African American	Met	Orange	-67.9	-29.9	Orange	-58.9	Lower
Latino	Met	Orange	-44.3	-5.5	Orange	-39.3	Lower
English Learner	Met	Orange	-45.7	2.5	Orange	-67.6	Higher
Socioeconomically Disadvantaged	Met	Orange	-52.0	-15.8	Orange	-40.9	Lower

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

#### d. Math Indicator

In 2022 in Math, the charter school's DFS was higher than the state for All Students and higher than the state for all four numerically significant student groups. In 2023 in Math, the charter school's DFS was higher than the state for All Students and higher than the state for all four numerically significant student groups. In 2024 in Math, the charter school's DFS was higher than the state for All Students and higher than the state for all four numerically significant student groups.

### Watts Learning Center - Math Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
<b>All Students</b>	<b>Met</b>	<b>Low</b>	<b>-41.1</b>	<b>Low</b>	<b>-51.7</b>	<b>Higher</b>
Black or African American	Met	Low	-40.5	Very Low	-106.9	Higher
Latino	Met	Low	-41.4	Low	-83.4	Higher
English Learner	Met	Low	-53.7	Low	-92.0	Higher
Socioeconomically Disadvantaged	Met	Low	-41.5	Low	-84.0	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
<b>All Students</b>	<b>Met</b>	<b>Low</b>	<b>-41.1</b>	<b>Low</b>	<b>-51.7</b>	<b>Higher</b>
Black or African American	Met	Low	-40.5	Very Low	-106.9	Higher
Latino	Met	Low	-41.4	Low	-83.4	Higher
English Learner	Met	Low	-53.7	Low	-92.0	Higher
Socioeconomically Disadvantaged	Met	Low	-41.5	Low	-84.0	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

### Watts Learning Center - Math Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
<b>All Students</b>	<b>Met</b>	<b>Yellow</b>	<b>-30.9</b>	<b>10.1</b>	<b>Orange</b>	<b>-49.1</b>	<b>Higher</b>
Black or African American	Met	Green	-19.2	21.3	Red	-104.5	Higher
Latino	Met	Yellow	-36.8	4.5	Orange	-80.8	Higher
English Learner	Met	Yellow	-42.8	10.9	Orange	-93.4	Higher
Socioeconomically Disadvantaged	Met	Yellow	-29.4	12.1	Yellow	-80.8	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

### Watts Learning Center - Math Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
<b>All Students</b>	<b>Met</b>	<b>Orange</b>	<b>-34.4</b>	<b>-3.5</b>	<b>Orange</b>	<b>-47.6</b>	<b>Higher</b>
Black or African American	Met	Orange	-39.4	-20.2	Red	-102.2	Higher
Latino	Met	Yellow	-33.3	3.5	Orange	-79.2	Higher
English Learner	Met	Yellow	-33.5	9.3	Orange	-93.4	Higher
Socioeconomically Disadvantaged	Met	Orange	-34.4	-5.0	Orange	-78.2	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

e. English Learner Progress Indicator

In 2022 on the English Learner Progress Indicator (ELPI), the charter school's Status Level of High was higher than the state's Status Level of Medium. The charter school's English Learner Progress Rate was higher than the state's rate. In 2023 on the ELPI, the charter school's performance color of Red was lower than the state's

color of Yellow. The charter school’s English Learner Progress Rate was lower than the state’s rate. In 2024 on the ELPI, the charter school’s performance color of Green was higher than the state’s color of Yellow. The charter school’s English Learner Progress Rate was higher than the state’s rate.

**Watts Learning Center - English Learner Progress Indicator - 2021-2022**

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Met	High	60.0%	Medium	50.3%	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

**Watts Learning Center - English Learner Progress Indicator - 2022-2023**

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Red	37.5%	-22.5%	Yellow	48.7%	Lower

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

**Watts Learning Center - English Learner Progress Indicator - 2023-2024**

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Green	50.7%	13.2%	Orange	45.7%	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

f. College/Career Indicator

Not applicable

g. Chronic Absenteeism Indicator

In 2022 on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was higher than the state for All Students and for one of five numerically significant student groups, and lower than the state for four numerically significant student groups. In 2023 on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was higher than the state for All Students and for one of 5 numerically significant student groups and lower than the state for four numerically significant student groups. In 2024 on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was higher than the state for All Students and lower than the state for all five numerically significant student groups.

h. Graduation Indicator [HS only]

Not applicable

i. Suspension Rate Indicator

In 2022, 2023, the charter school’s percentage of students suspended at least once was lower than the state for All Students and for all numerically significant student groups. In 2024, the charter school’s percentage of students suspended at least once was lower than the state for All Students and for four of five numerically significant student groups.

j. Dashboard Local Indicators

Staff also considered the Local Indicators (e.g., Basic: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; Access to a Broad Course of Study) which have all been reported as “Met” in 2023 and 2024.

k. Reclassification Rates

As of the writing of this report, reclassification data for 2021-2022, 2022-2023, and 2023-2024 have not been published by the state.

l. Additional Information

Not applicable

**V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS**

In accordance with Education Code section 47604.32, the District’s Charter Schools Division (CSD) conducts at least one school site visit each year where the CSD evaluates charter school performance in the following four categories: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; and Fiscal Operations. Charter schools are rated in each category based on information and evidence gathered at the time of the annual performance-based oversight visit following a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. Please see below for Watts Learning Center’s outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2022-2023	<i>Accomplished</i>
2023-2024	<i>Proficient</i>
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2022-2023	<i>Proficient</i>
2023-2024	<i>Proficient</i>
Concerns	No unresolved issues pending

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2022-2023	<i>Proficient</i>
2023-2024	<i>Proficient</i>
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2022-2023	<i>Accomplished</i>
2023-2024	<i>Proficient</i>
Concerns	No unresolved issues pending

**VI. VERIFIED DATA**

Charter schools satisfying the middle performing criteria may be renewed for a specified term. (Ed. Code, § 47607.2 (b)(7).) A chartering authority must consider, among other requirements, clear and convincing evidence, demonstrated by verified data, showing the charter school’s achieved measurable increases in academic achievement, or strong postsecondary outcomes. (Ed. Code, § 47607.2(b)(3).)

Pursuant to Education Code section 47607.2(c)(2), the State Board of Education (SBE) established criteria to define verified data and identified an approved list of valid and reliable assessments. Charter schools submitting verified data must adhere to the state-approved criteria.

**ELA**

Charter School provided data for Reading from “i-Ready K-8 by Curriculum Associates” (i-Ready) *Diagnostic Growth* report for 2021-2022, 2022-2023, and 2023-2024 (“Final Diagnostic”) for All Students and for the following student groups<sup>1</sup>: Black or African American, Latino, English Learner, Socioeconomically Disadvantaged, and Students with Disabilities. i-Ready is an adopted academic progress indicator approved by the SBE to be on the verified data list.

Per Education Code section 47607.2 (c)(2), the SBE established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready’s publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official participation rate is not provided. The *Diagnostic Growth* report provided by Charter School reported 339 students were assessed in Reading and 339 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2023-2024 assessment data appears to include at least 95% of eligible students.

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<sup>1</sup> Student group names that appear on the report may be different than names on the CA Dashboard (e.g., “Students with Disabilities” will be labeled as “Special Education” on i-Ready report).

For Reading, the i-Ready *Diagnostic Growth* report indicated that the Median Progress to Annual Typical Growth is 105%. Per the California SBE May 2023 Agenda Item #02, publisher guidance states, “Typical Growth marks the annual growth of an average student at a given placement. It provides a comparative or normative view of growth, answering how students are growing relative to comparable peers.” Therefore, based on i-Ready’s Median Progress to Typical Growth targets<sup>2</sup> to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation “that schools that achieve a year’s worth of growth, adjusted for error, have exhibited sufficient growth,” Charter School met for All Students in Reading in 2023-2024.

As seen in the table below, Charter School provided the most recent data for five student groups and all five student groups demonstrated one year’s progress based on i-Ready’s Median Progress to Typical Growth Targets in 2023-2024.

<b>i-Ready Diagnostic Growth Reading 2023-2024</b>				
<b>Student Groups</b>	<b>Number of Students Tested</b>	<b>i-Ready Growth Target</b>	<b>Reading: Progress to Annual Typical Growth (Median)</b>	<b>One Year’s Progress</b>
All Students Grades K-5	339	Grades K-5: 75%	105%	Met
Black or African American	142	Grades K-5: 75%	89%	Met
Latino	202	Grades K-5: 75%	109%	Met
English Learner	108	Grades K-5: 75%	106%	Met
Socioeconomically Disadvantaged	319	Grades K-5: 75%	105%	Met
Students with Disabilities	33	Grades K-5: 75%	123%	Met

\*Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

Charter School also submitted verified data using i-Ready for the 2021-2022 and 2022-2023 school years. Based on i-Ready’s prior Typical Growth target of 50% of the students making 100% Typical Growth, Charter School met the one year’s progress for All Students and for all five student groups in Reading in 2021-2022 and 2022-2023.

**MATH**

Charter School provided data for Math from an “i-Ready K-8 by Curriculum Associates” (i-Ready) *Diagnostic Growth* report for 2021-2022, 2022-2023, and 2023-2024 (“Final Diagnostic”) for All Students and for the following student groups<sup>3</sup>: Black or African American, Latino, English Learner, Socioeconomically Disadvantaged, and Students with Disabilities. i-Ready is an adopted academic progress indicator approved by the California SBE to be on the verified data list.

<sup>2</sup> In 2023, Curriculum Associates revised typical growth targets in Reading to be 75% in Grades K-5 and 45% in Grades 6-8.

<sup>3</sup> Student group names that appear on the report may be different than names on the CA Dashboard (e.g., “Students with Disabilities” will be labeled as “Special Education” on i-Ready report).

Per Education Code section 47607.2 (c)(2), the SBE established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready’s publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official participation rate is not provided. The *Diagnostic Growth* report provided by Charter School reported 339 students were assessed in Math and 339 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2023-2024 assessment data appears to include at least 95% of eligible students.

For Math, the i-Ready *Diagnostic Growth* report indicated that the Median Progress to Annual Typical Growth is 106%. Per the California State Board of Education May 2023 Agenda Item #02, publisher guidance states, “Typical Growth marks the annual growth of an average student at a given placement. It provides a comparative or normative view of growth, answering how students are growing relative to comparable peers.” Therefore, based on i-Ready’s Median Progress to Typical Growth targets<sup>4</sup> to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation “that schools that achieve a year’s worth of growth, adjusted for error, have exhibited sufficient growth,” Charter School met for All Students in Math in 2023-2024.

As seen in the table below, Charter School provided the most recent data for five student groups and all five student groups demonstrated one year’s progress based on i-Ready’s Median Progress to Typical Growth Targets in 2023-2024.

Student Groups	i-Ready Diagnostic Growth Math 2023-2024			
	Number of Students Tested	i-Ready Growth Target	Math: Progress to Annual Typical Growth (Median)	One Year’s Progress
All Students Grades K-5	339	Grades K-5: 80%	106%	Met
Black or African American	142	Grades K-5: 80%	97%	Met
Latino	202	Grades K-5: 80%	115%	Met
English Learner	108	Grades K-5: 80%	113%	Met
Socioeconomically Disadvantaged	319	Grades K-5: 80%	103%	Met
Students with Disabilities	33	Grades K-5: 80%	113%	Met

Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

Charter School also submitted verified data using i-Ready for the 2021-2022 and 2022-2023 school year. Based on i-Ready’s prior Typical Growth target of 50% of the students making 100% Typical Growth, Charter School met the one year’s progress for All Students and for all five student groups in Math in 2021-2022 and 2022-2023.

<sup>4</sup> i-Ready Median Progress to Typical Growth targets in Math are 80% in Grades K-5 and 60% in Grades 6-8.



Based on the review and consideration of verified data, Watts Learning Center included three years of data, including schoolwide and student group reports (African American, English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities) for both ELA and Math. In 2021-2022, 2022-2023, and 2023-2024, Watts Learning Center appears to have met 95 percent participation rate for schoolwide and all student groups.

**VII. FISCAL MANAGEMENT AND PERFORMANCE**

a. Fiscal Condition

Watts Learning Center’s fiscal condition is positive and has been upward trending since the 2019-2020 fiscal year.

	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)
Net Assets	\$5,106,785	\$5,113,545	\$5,407,227	\$5,528,106	\$5,975,488
Net Income/Loss	\$554,367	\$6,760	\$293,682	\$120,879	\$447,382
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Norm Enrollment <sup>1</sup>	390	384	358	345	362

<sup>1</sup> Watts Learning Center reported 367 Norm Enrollment for Fiscal Year 2024-2025. Charter School proposes to decrease its enrollment capacity to 375 for its renewal charter term. See Section **I. ACTION PROPOSED** above. The CSD will continue to monitor Charter School’s student enrollment and financial condition as part of its oversight process.

b. 2023-2024 Independent Audit Report

Audit Opinion: Unmodified/Unqualified  
 Material Weaknesses: None Reported  
 Deficiencies/Findings: None Reported  
 Lack of a Going Concern: None Reported

c. Other Significant Fiscal Information

The financial condition of the charter operator is summarized in the table below.

<b>Watts Learning Center Foundation, Inc.</b>					
<b>Source: Independent Audit Report for the Year Ending June 30, 2024</b>					
<b># of Charter Schools</b>		<b><u>Including</u> related parties and charter schools</b>		<b><u>Excluding</u> related parties and charter schools</b>	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
2	2	\$17,583,008	\$1,100,448	\$220,843	\$7,220

ATTACHMENT B

# Watts Learning Center

## Academic Performance - English Language Arts

This report shows the performance levels for a single state indicator, English Language Arts, for all student groups. It also shows how the current year (status, DFS) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless students, to receive a status level for each student group.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
RG	BD	Location Code	School	Student Group	2022 Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison	2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023 Average DFS	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Average DFS	State 2023 Change	State 2023 Change Level	School to State DFS Comparison	
S	7	7620	Watts Learning Center	All Students	182	-37.9	Low	-12.2	Low	Lower	167	Orange	-37.9	0.0	Maintained	Orange	-13.6	-1.4	Maintained	Lower	
				American Indian or Alaska Native	0	--	--	-49.3	Low	--	0	--	--	--	--	--	Orange	-47.9	2.0	Maintained	--
				Asian	0	--	--	63.0	Very High	--	0	--	--	--	--	--	Blue	61.8	-1.2	Maintained	--
				Black or African American	65	-30.6	Low	-57.7	Low	Higher	48	Orange	-38.0	-7.4	Declined	Orange	-59.6	-2.0	Maintained	Higher	
				English Learner	75	-58.8	Low	-61.2	Low	Higher	66	Yellow	-48.3	10.5	Increased	Orange	-67.7	-6.5	Declined	Higher	
				Filipino	0	--	--	42.9	High	--	*	No Color	--	--	No Change Level	Green	44.0	1.1	Maintained	--	
				Foster Youth	*	-	No Performance Level	-85.6	Very Low	--	0	--	--	--	--	--	Red	-89.2	-2.5	Maintained	--
				Homeless Youth	*	-	No Performance Level	-62.9	Low	--	*	No Color	--	--	No Change Level	Orange	-67.9	-5.0	Declined	--	
				Latino	117	-42.0	Low	-38.6	Low	Lower	118	Yellow	-38.8	3.2	Increased	Orange	-40.2	-1.7	Maintained	Higher	
				Native Hawaiian or Pacific Islander	0	--	--	-29.1	Low	--	0	--	--	--	--	--	Orange	-32.5	-3.4	Declined	--
				Socioeconomically Disadvantaged	181	-37.7	Low	-41.4	Low	Higher	165	Orange	-36.2	1.5	Maintained	Orange	-42.6	-1.2	Maintained	Higher	
				Students with Disabilities	22	-26.0	No Performance Level	-97.3	Very Low	--	20	No Color	-36.7	-10.7	Declined	Red	-96.3	1.8	Maintained	--	
				Two or More Races	0	--	--	25.1	High	--	0	--	--	--	--	--	Green	24.3	-0.8	Maintained	--
White	0	--	--	21.9	High	--	0	--	--	--	--	--	Green	20.8	-1.2	Maintained	--				

Participation Rate Report below displays the percent of students tested by content area. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English language arts and mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS).

ELA Participation Rate By Student Group														
	ALL	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless Youth	Latino	Native Hawaiian or Pacific Islander	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2022 **	100%	--	--	100%	100%	--	100%	100%	100%	--	100%	100%	--	--
Participation Rate Met 2022 *	Yes	--	--	Yes	Yes	--	Yes	Yes	Yes	--	Yes	Yes	--	--
Percent of students tested in 2023	98%	--	--	96%	99%	100%	--	100%	99%	--	98%	100%	--	--
Participation Rate Met 2023	Yes	--	--	Yes	Yes	Yes	--	Yes	Yes	--	Yes	Yes	--	--

\* Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

\*\* Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files 2023

# Watts Learning Center

## Academic Performance - Math

This report shows the performance levels for a single state indicator, Mathematics, for all student groups. It also shows how the current year (status, DFS) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless students, to receive a status level for each student group.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																						
RG	BD	Location Code	School	Student Group	School 2022 Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison	School 2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023 Average DFS	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Average DFS	State 2023 Change	State 2023 Change Level	School to State DFS Comparison		
S	7	7620	Watts Learning Center	All Students	182	-41.1	Low	-51.7	Low	Higher	168	Yellow	-30.9	10.1	Increased	Orange	-49.1	2.6	Maintained	Higher		
				American Indian or Alaska Native	0	--	--	-90.4	Low	--	0	--	--	--	--	--	--	Yellow	-87.3	4.6	Increased	--
				Asian	0	--	--	48.4	Very High	--	0	--	--	0	--	--	--	Blue	50.8	2.3	Maintained	--
				Black or African American	65	-40.5	Low	-106.9	Very Low	Higher	49	Green	-19.2	21.3	Increased Significantly	Red	-104.5	2.6	Maintained	Higher		
				English Learner	75	-53.7	Low	-92.0	Low	Higher	66	Yellow	-42.8	10.9	Increased	Orange	-93.4	-1.4	Maintained	Higher		
				Filipino	0	--	--	2.7	High	--	*	No Color	--	--	No Change Level	Green	7.4	4.8	Increased	--		
				Foster Youth	*	-	No Performance Level	-126.3	Very Low	--	0	--	--	--	--	--	--	Red	-127.4	1.4	Maintained	--
				Homeless Youth	*	-	No Performance Level	-101.8	Very Low	--	*	No Color	--	--	No Change Level	Red	-101.3	0.5	Maintained	--		
				Latino	117	-41.4	Low	-83.4	Low	Higher	118	Yellow	-36.8	4.5	Increased	Orange	-80.8	2.6	Maintained	Higher		
				Native Hawaiian or Pacific Islander	0	--	--	-71.3	Low	--	0	--	--	--	--	--	--	Orange	-71.3	0.0	Maintained	--
				Socioeconomically Disadvantaged	181	-41.5	Low	-84.0	Low	Higher	166	Yellow	-29.4	12.1	Increased	Yellow	-80.8	3.2	Increased	Higher		
				Students with Disabilities	22	-41.5	No Performance Level	-130.8	Very Low	--	20	No Color	-34.6	6.9	Increased	Orange	-127.3	5.5	Increased	--		
				Two or More Races	0	--	--	-9.9	Medium	--	0	--	--	--	--	--	--	Yellow	-7.4	2.5	Maintained	--
White	0	--	--	-13.4	Medium	--	0	--	--	--	--	--	--	Yellow	-11.1	2.3	Maintained	--				

Participation Rate Report below displays the percent of students tested by content area. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English language arts and mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS).

Math Participation Rate By Student Group														
	ALL	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless Youth	Latino	Native Hawaiian or Pacific Islander	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2022 **	100%	--	--	100%	100%	--	100%	100%	100%	--	100%	100%	--	--
Participation Rate Met 2022 *	Yes	--	--	Yes	Yes	--	Yes	Yes	Yes	--	Yes	Yes	--	--
Percent of students tested in 2023	99%	--	--	98%	99%	100%	--	100%	99%	--	99%	100%	--	--
Participation Rate Met 2023	Yes	--	--	Yes	Yes	Yes	--	Yes	Yes	--	Yes	Yes	--	--

\* Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

\*\* Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files 2023

# Watts Learning Center

## English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Learner Progress Indicator - CA School Dashboard Indicator																				
RG	BD	Location Code	School	Student Group	2022 School			2022 State			2023 School				2023 State					
					Number of EL Students with a Performance Level in Both the Current and Prior Year	Percentage of English Learners making progress towards English proficiency	Status Level	Percentage of English Learners making progress towards English proficiency	Status Level	School to State ELPI Comparison	Number of EL Students with a Performance Level in Both the Current and Prior Year	School 2023 Performance Level (color)	Percentage of English Learners making progress towards English proficiency	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	Percentage of English Learners making progress towards English proficiency	State 2023 Change	State 2023 Change Level	School to State ELPI Comparison
S	7	7620	Watts Learning Center	English Learner	90	60.0%	High	50.3%	Medium	Higher	80	Red	37.5%	-22.5%	Declined Significantly	Yellow	48.7%	-1.6%	Maintained	Lower

Districts and schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative ELPAC and have at least 30 EL students enrolled during the testing window (February 1 to May 31) will receive a modified ELPI rate on the California School Dashboard (Dashboard). For each district and school that does not meet the 95 percent target, the minimum number of students needed to reach a participation rate of at least 95 percent is determined. The resulting number of students will be counted as not making progress in the current ELPI Status calculation.

ELPAC Participation				
Year	Number of EL Student Enrolled	Number of EL Students Tested	Percent of EL Students Tested	Participation Rate Met
2022	111	110	99.1%	Yes
2023	101	100	99.0%	Yes

Note: Schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative ELPAC and have at least 30 EL students enrolled during the testing window (February 1 to May 31) will receive a modified ELPI rate on the California School Dashboard (Dashboard).

\* Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

Data Sources: California School Dashboard Research data files 2023

2022 Student English Language Acquisition Results		
The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e. levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.		
School		State
Watts Learning Center		
ELs Who Progressed at Least One ELPI Level	60.0%	47.5%
ELs Who Maintained ELPI Level 4	0.0%	2.8%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	32.2%	31.4%
ELs Who Decreased at Least One ELPI Level	7.8%	18.3%

2023 Student English Language Acquisition Results		
The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e. levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.		
School		State
Watts Learning Center		
ELs Who Progressed at Least One ELPI Level	37.5%	46.4%
ELs Who Maintained ELPI Level 4	0.0%	2.4%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	23.8%	32.7%
ELs Who Decreased at Least One ELPI Level	38.8%	18.6%

# Watts Learning Center

## Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year. For most state indicators, the desired outcome is to have a high percentage of performance in the current year. However, chronic absenteeism has a reverse goal of having the lowest percentage of students chronically absent in the current year. Current and prior year data is compared to see whether a school made improvement (i.e., had a lower rate of Chronic Absenteeism in 2023 than it did in 2022) or did worse (i.e., had a higher rate in 2023). Taken together, current year data and its comparison with prior year data will give a performance level (color). A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Chronic Absenteeism - CA School Dashboard Indicator																					
R G	B D	Locatio n Code	School	Student Group	Number of students enrolled who meet criteria	School 2022 Chronic Absenteeism Percentage	School 2022 Status Level	State 2022 Chronic Absenteeism Percentage	State 2022 Status Level	School to State Chronic Absenteeism Percentage Comparison	Number of students enrolled who meet criteria	School 2023 Performance Level (color)	School 2023 Chronic Absenteeism Percentage	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Chronic Absenteeism Percentage	State 2023 Change	State 2023 Change Level	School to State Chronic Absenteeism Percentage Comparison	
S	7	7620	Watts Learning Center	All Students	363	34.7%	Very High	30.0%	Very High	Higher	353	Yellow	26.9%	-7.8%	Declined Significantly	Yellow	24.3%	-5.7	Declined Significantly	Higher	
				American Indian or Alaska Native	0	--	--	42.9%	Very High	--	0	--	--	--	--	--	Yellow	36.1%	-6.8	Declined Significantly	--
				Asian	0	--	--	11.5%	High	--	0	--	--	--	--	--	Yellow	10.1%	-1.4	Declined	--
				Black or African American	137	39.4%	Very High	42.9%	Very High	Lower	125	Orange	33.6%	-5.8%	Declined	Yellow	36.4%	-6.5	Declined Significantly	Lower	
				English Learner	113	27.4%	Very High	33.6%	Very High	Lower	104	Orange	26.9%	-0.5%	Declined	Yellow	26.3%	-7.3	Declined Significantly	Higher	
				Filipino	*	--	No Performance Level	16.2%	High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	13.8%	-2.4	Declined	--	
				Foster Youth	*	--	No Performance Level	42.1%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	33.6%	-8.5	Declined Significantly	--	
				Homeless Youth	*	--	No Performance Level	45.1%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	38.7%	-6.4	Declined Significantly	--	
				Latino	225	31.6%	Very High	35.8%	Very High	Lower	223	Yellow	23.3%	-8.2%	Declined Significantly	Yellow	28.4%	-7.4	Declined Significantly	Lower	
				Native Hawaiian or Pacific Islander	0	--	--	43.9%	Very High	--	0	--	--	--	--	--	Yellow	37.6%	-6.3	Declined Significantly	--
				Socioeconomically Disadvantaged	359	34.8%	Very High	37.4%	Very High	Lower	347	Yellow	27.1%	-7.7%	Declined Significantly	Yellow	29.9%	-7.5	Declined Significantly	Lower	
				Students with Disabilities	41	41.5%	Very High	39.6%	Very High	Higher	45	Orange	28.9%	-12.6%	Declined	Yellow	33.1%	-6.5	Declined Significantly	Lower	
				Two or More Races	0	--	--	25.1%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	21.6%	-3.5	Declined Significantly	--	
				White	0	--	--	21.9%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	18.5%	-3.5	Declined Significantly	--	

Data Sources: California School Dashboard Research data files 2023

# Watts Learning Center

## Suspension Rate Indicator

This report shows the number of students who have an aggregate suspension of at least one full day. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. For most state indicators, the desired outcome is a high percentage of performance in the current year and an increase from the prior year. However, for the Suspension Rate indicator, the desired outcome is a low rate in the current year and a decline from the prior year. Current and prior year data is compared to see whether a school made improvement (i.e., had a lower rate of suspension in 2022-23 than it did in 2021-22) or did worse (i.e., had a higher rate in 2022-23 than in 2021-22). Taken together, current year data and its comparison with prior year data will give a performance level (color). A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																						
RG	BD	Location Code	School	Student Group	Number of Students	School 2022 Percentage of Students suspended at least once	School 2022 Status Level	State 2022 Percentage of Students suspended at least once	State 2022 Status Level	School to State Suspension Rate Percentage Comparison	Number of Students	School 2023 Performance level (color)	School 2023 Percentage of Students suspended at least once	School 2023 Change	School 2023 Change Level	State 2023 Performance level (color)	State 2023 Percentage of Students suspended at least once	State 2023 Change	State 2023 Change Level	School to State Suspensions Comparison		
S	7	7620	Watts Learning Center	All Students	378	0.0%	Very Low	3.1%	Medium	Lower	364	Green	0.5%	0.5%	Increased	Orange	3.5%	0.4%	Increased	Lower		
				American Indian or Alaska Native	*	--	No Performance Level	6.4%	High	--	0	--	--	--	--	--	--	Orange	7.4%	1.0%	Increased	--
				Asian	0	--	--	0.9%	Very Low	--	0	--	--	--	--	--	--	Green	1.1%	0.2%	Maintained	--
				Black or African American	146	0.0%	Very Low	7.9%	High	Lower	134	Orange	1.5%	1.5%	Increased	Red	8.8%	0.9%	Increased	Lower		
				English Learner	117	0.0%	Very Low	3.2%	Medium	Lower	105	Blue	0.0%	0.0%	Maintained	Orange	3.7%	0.5%	Increased	Lower		
				Filipino	*	--	No Performance Level	1.2%	Low	--	*	No Color	--	--	No Change Level	Green	1.3%	0.1%	Maintained	--		
				Foster Youth	*	--	No Performance Level	12.4%	Very High	--	*	No Color	--	--	No Change Level	Red	13.6%	1.2%	Increased	--		
				Homeless Youth	*	--	No Performance Level	5.5%	High	--	*	No Color	--	--	No Change Level	Orange	6.5%	1.0%	Increased	--		
				Latino	230	0.0%	Very Low	3.3%	Medium	Lower	225	Blue	0.0%	0.0%	Maintained	Orange	3.8%	0.5%	Increased	Lower		
				Native Hawaiian or Pacific Islander	0	--	--	4.5%	Medium	--	0	--	--	--	--	--	--	Orange	4.9%	0.4%	Increased	--
				Socioeconomically Disadvantaged	371	0.0%	Very Low	4.0%	Medium	Lower	355	Yellow	0.6%	0.6%	Increased	Orange	4.5%	0.5%	Increased	Lower		
				Students with Disabilities	42	0.0%	Very Low	5.4%	High	Lower	46	Orange	2.2%	2.2%	Increased	Orange	5.9%	0.5%	Increased	Lower		
				Two or More Races	0	--	--	2.9%	Medium	--	*	No Color	--	--	No Change Level	Orange	3.3%	0.4%	Increased	--		
White	0	--	--	2.6%	Medium	--	*	No Color	--	--	No Change Level	Yellow	2.9%	0.2%	Maintained	--						

Data Sources: California School Dashboard Research data files 2023

# Watts Learning Center

## Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The California Department of Education collects some data on GATE programs through the California Longitudinal Pupil Achievement Data System (CALPADS); however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE. Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

2023-2024 Enrollment by Ethnicity and Student Group																					
RG	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
S	7	7620	Watts Learning Center	359	99.7%	0.0%	0.0%	0.0%	38.4%	27.9%	0.3%	0.8%	5.0%	60.2%	0.0%	0.0%	0.0%	99.7%	10.6%	0.8%	0.3%
Statewide				5,837,690	61.7%	N/A	0.4%	9.9%	4.9%	18.4%	2.2%	0.5%	3.6%	56.1%	0.8%	0.4%	1.1%	62.7%	13.7%	4.6%	20.3%
Los Angeles Unified				529,902	80.7%	11.0%	0.1%	3.4%	7.3%	20.1%	1.7%	0.6%	2.1%	73.8%	0.2%	0.1%	1.8%	81.3%	14.8%	2.0%	9.8%

2022-2023 Enrollment by Ethnicity and Student Group																					
RG	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
S	7	7620	Watts Learning Center	350	98.3%	0.0%	0.0%	0.0%	35.7%	29.1%	0.3%	1.7%	0.6%	62.9%	0.0%	0.0%	0.0%	98.3%	9.1%	0.6%	0.6%
Statewide				5,852,544	59.9%	N/A	0.4%	9.5%	4.7%	19.0%	2.2%	0.5%	3.2%	56.1%	0.7%	0.4%	2.2%	61.5%	13.1%	4.3%	20.1%
Los Angeles Unified				538,295	81.0%	11.1%	5.9%	3.4%	7.4%	21.3%	1.6%	0.7%	1.7%	74.2%	0.1%	0.2%	1.5%	82.0%	14.1%	2.0%	9.7%

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/filesenr.asp>

# Watts Learning Center

## RECLASSIFICATION RATES

This reports shows a two year comparison of the number of English Learners (ELs) on Census Day, the number of students reclassified since the prior Census Day, and the reclassification rate for each specified year. The reclassification rate, displayed in percentage, is calculated by dividing the number reclassified by the number of prior year ELs.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

RG	BD	Loc Code	School	Year	Students Redesignated FEP	School	State	School to State RFEP Comparison
S	7	7620	Watts Learning Center	2021-2022*	2020-2021 Number of English Language Learners	--	--	--
					2021-2022 Number of Students Reclassified	--	--	
					2021-2022 Reclassification Rate	--	--	
				2022-2023*	2021-2022 Number of English Language Learners	--	--	
					2022-2023 Number of Students Reclassified	--	--	
					2022-2023 Reclassification Rate	--	--	

Note: \*Reclassification data for 2021-2022 and 2022-2023 has not been published by the State as of the creation of this data set. After the California Department of Education releases the 2021-2022 and 2022-2023 Annual Reclassification (RFEP) Counts and Rates this tab will be updated accordingly.

A double dash "--" means that data is not currently available.

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/ad/filesreclass.asp>



# Watts Learning Center

## Long-Term English Learners (LTEL) and "At-Risk"

Note: The "EL Total" column in this report displays the summed total of the disaggregated English Learner (EL) data in the four columns under the "English Learners" heading. The "Total (Ever-EL)" column displays the summed total of the data in the "RFEP" column plus the data in the four columns under the "English Learners" heading OR the data in the "EL Total" column, but not both. The percent values displayed in this report are calculated as a percent of the "Total (Ever-EL)" which fully and more accurately considers what happens to all EL students over time, including those who are Reclassified Fluent English Proficient (RFEP). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

RG	BD	Loc Code	School	English Learners	2022-2023				2023-2024			
					School		State		School		State	
					Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
S	7	7620	Watts Learning Center	LTEL 6+ Years	0	0.0%	226,535	11.1%	0	0.0%	211,218	18.1%
				At-Risk 4-5 Years	20	14.3%	144,190	7.1%	16	12.3%	136,190	9.6%
				EL 0-3 Years	64	45.7%	505,487	24.8%	70	53.8%	519,652	26.0%
				EL 4+ Years Not At-Risk or LTEL	18	12.9%	236,323	11.6%	14	10.8%	207,773	10.4%
				EL total	102	72.9%	1,112,535	54.5%	100	76.9%	1,074,833	53.8%
				RFEP	38	27.1%	927,723	45.5%	30	23.1%	924,460	46.2%
				Total (Ever)	140	100.0%	2,040,258	100.0%	130	100.0%	1,999,293	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/ad/filesstel.asp>

# Watts Learning Center

## Students with Disabilities Report

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by LEAs (Local Education Agencies). LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended. Note: Students with disabilities counts and percentages in this report may be higher or lower for some schools when comparing this report counts with 2021-22 Enrollment by Student Group counts posted in DataQuest by the CDE due to the accuracy of all data associated with the applicable CALPADS submission. CALPADS certification is a two-step process with Level-2 certification reserved for the district superintendents, charter school administrators, or their designees. High incidence eligibilities are indicated by an asterisk (\*). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

**2023-2024 Special Education Enrollment**

RG	BD	Location Code	School	OCT 2023 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %
S	7	7620	Watts Learning Center	359	38	10.6%
Statewide				5,837,690	799,980	13.7%
Los Angeles Unified				529,902	79,906	14.8%

**2022-2023 Special Education Enrollment**

RG	BD	Loc Code	School	OCT 2022 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %
S	7	7620	Watts Learning Center	350	32	9.1%
Statewide				5,852,544	765,169	13.1%
Los Angeles Unified				538,295	75,935	14.1%

**2023-2024 Special Education Enrollment**

RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	MD	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
S	7	7620	Watts Learning Center	78.4%	21.6%	6	0	0	0	0	0	0	0	4	1	10	15	1	0
Los Angeles Unified				66.7%	33.3%	19,082	6	200	1,178	0	988	3,410	978	11,302	543	30,274	11,688	66	189

**2022-2023 Special Education Enrollment**

RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	MD	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
S	7	7620	Watts Learning Center	87.5%	12.5%	3	0	0	0	0	0	0	0	6	1	11	11	0	0
Los Angeles Unified				68.3%	31.6%	16,427	5	226	1,143	1	994	3,495	354	10,342	1,065	29,411	12,139	64	248

Key			
AUT	Autism	OHI	Other Health Impairment
DB	Deaf-Blindness	OI	Orthopedic Impairment
DEAF	Deafness	SLD	Specific Learning Disability
ED	Emotional Disturbance	SLI	Speech or Language Impairment
EMD	Established Medical Disability	TBI	Traumatic Brain Injury
HOH	Hard of Hearing	VI	Visual Impairment
ID	Intellectual Disability	MD	Multiple Disabilities

Data Source: CALPADS 8.1 FALL 1 Certified Report This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

# Watts Learning Center

LAUSD Location Code: 7620 Region: South Board District: 7

## Academic Performance - English Language Arts

This report shows the performance levels for a single state indicator, English Language Arts, for all student groups. It also shows how the current year (status, DFS) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless students, to receive a status level for each student group.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/files/enr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																				
Student Group	2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023 Average DFS	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Average DFS	State 2023 Change	State 2023 Change Level	School to State DFS Comparison	2024 Number of Students with Scores	School 2024 Performance Level (color)	School 2024 Average DFS	School 2024 Change	School 2024 Change Level	State 2024 Performance Level (color)	State 2024 Average DFS	State 2024 Change	State 2024 Change Level	School to State DFS Comparison
All Students	167	Orange	-37.9	0.0	Maintained	Orange	-13.6	-1.4	Maintained	Lower	176	Orange	-52.0	-14.1	Declined	Orange	-13.2	0.4	Maintained	Lower
American Indian or Alaska Native	0	--	--	--	--	Orange	-47.9	2.0	Maintained	--	0	--	--	--	--	Orange	-49.0	-1.1	Maintained	--
Asian	0	--	--	--	--	Blue	61.8	-1.2	Maintained	--	0	--	--	--	--	Blue	60.7	-1.2	Maintained	--
Black or African American	48	Orange	-38.0	-7.4	Declined	Orange	-59.6	-2.0	Maintained	Higher	61	Orange	-67.9	-29.9	Declined Significantly	Orange	-58.9	0.8	Maintained	Lower
English Learner	66	Yellow	-48.3	10.5	Increased	Orange	-67.7	-6.5	Declined	Higher	63	Orange	-45.7	2.5	Maintained	Orange	-67.6	0.2	Maintained	Higher
Filipino	*	No Color	--	--	No Change Level	Green	44.0	1.1	Maintained	--	*	No Color	--	--	No Change Level	Blue	45.8	1.8	Maintained	--
Foster Youth	0	--	--	--	--	Red	-89.2	-2.5	Maintained	--	*	No Color	--	--	No Change Level	Red	-87.3	1.9	Maintained	--
Homeless Youth	*	No Color	--	--	No Change Level	Orange	-67.9	-5.0	Declined	--	*	No Color	--	--	No Change Level	Red	-70.4	-2.5	Maintained	--
Latino	118	Yellow	-38.8	3.2	Increased	Orange	-40.2	-1.7	Maintained	Higher	113	Orange	-44.3	-5.5	Declined	Orange	-39.3	0.9	Maintained	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	Same	0	--	--	--	--	Red	-109.6	3.4	Declined	--
Native Hawaiian or Pacific Islander	0	--	--	--	--	Orange	-32.5	-3.4	Declined	--	0	--	--	--	--	Orange	-34.7	-2.2	Maintained	--
Socioeconomically Disadvantaged	165	Orange	-36.2	1.5	Maintained	Orange	-42.6	-1.2	Maintained	Higher	176	Orange	-52.0	-15.8	Declined Significantly	Orange	-40.9	1.8	Maintained	Lower
Students with Disabilities	20	No Color	-36.7	-10.7	Declined	Red	-96.3	1.8	Maintained	--	18	No Color	-94.2	-57.5	Declined Significantly	Red	-95.6	0.7	Maintained	--
Two or More Races	0	--	--	--	--	Green	24.3	-0.8	Maintained	--	*	No Color	--	--	No Change Level	Green	24.3	0.0	Maintained	--
White	0	--	--	--	--	Green	20.8	-1.2	Maintained	--	0	--	--	--	--	Green	19.2	-1.6	Maintained	--

Participation Rate Report below displays the percent of students tested by content area. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English language arts and mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS).

ELA Participation Rate By Student Group														
	ALL	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless Youth	Latino	Native Hawaiian or Pacific Islander	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2023 **	98%	--	--	96%	99%	100%	--	100%	99%	--	98%	100%	--	--
Participation Rate Met 2023 *	Yes	--	--	Yes	Yes	Yes	--	Yes	Yes	--	Yes	Yes	--	--
Percent of students tested in 2024	100%	--	--	100%	100%	100%	100%	100%	100%	--	100%	100%	100%	--
Participation Rate Met 2024	Yes	--	--	Yes	Yes	Yes	Yes	Yes	Yes	--	Yes	Yes	Yes	--

\* Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

\*\* Whole number rounding is used for the participation rate.

Data Sources: [California School Dashboard Research data files.](#)

# Watts Learning Center

LAUSD Location Code: 7620      Region: South      Board District: 7

## Academic Performance - Math

This report shows the performance levels for a single state indicator, Mathematics, for all student groups. It also shows how the current year (status, DFS) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless students, to receive a status level for each student group.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																				
Student Group	School 2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023 Average DFS	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Average DFS	State 2023 Change	State 2023 Change Level	School to State DFS Comparison	School 2024 Number of Students with Scores	School 2024 Performance Level (color)	School 2024 Average DFS	School 2024 Change	School 2024 Change Level	State 2024 Performance Level (color)	State 2024 Average DFS	State 2024 Change	State 2024 Change Level	School to State DFS Comparison
All Students	168	Yellow	-30.9	10.1	Increased	Orange	-49.1	2.6	Maintained	Higher	176	Orange	-34.4	-3.5	Declined	Orange	-47.6	1.5	Maintained	Higher
American Indian or Alaska Native	0	--	--	--	--	Yellow	-87.3	4.6	Increased	--	0	--	--	--	--	Orange	-86.6	0.7	Maintained	--
Asian	0	--	--	--	--	Blue	50.8	2.3	Maintained	--	0	--	--	--	--	Blue	49.5	-1.3	Maintained	--
Black or African American	49	Green	-19.2	21.3	Increased Significantly	Red	-104.5	2.6	Maintained	Higher	61	Orange	-39.4	-20.2	Declined Significantly	Red	-102.2	2.4	Maintained	Higher
English Learner	66	Yellow	-42.8	10.9	Increased	Orange	-93.4	-1.4	Maintained	Higher	63	Yellow	-33.5	9.3	Increased	Orange	-93.4	0.0	Maintained	Higher
Filipino	*	No Color	--	--	No Change Level	Green	7.4	4.8	Increased	--	*	No Color	--	--	No Change Level	Green	10.4	3.0	Increased	--
Foster Youth	0	--	--	--	--	Red	-127.4	1.4	Maintained	--	*	No Color	--	--	No Change Level	Red	-125.1	2.3	Maintained	--
Homeless Youth	*	No Color	--	--	No Change Level	Red	-101.3	0.5	Maintained	--	*	No Color	--	--	No Change Level	Red	-106.0	-4.7	Maintained	--
Latino	118	Yellow	-36.8	4.5	Increased	Orange	-80.8	2.6	Maintained	Higher	113	Yellow	-33.3	3.5	Increased	Orange	-79.2	1.6	Maintained	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	Same	0	--	--	--	--	Red	-163.5	-0.4	Maintained	--
Native Hawaiian or Pacific Islander	0	--	--	--	--	Orange	-71.3	0.0	Maintained	--	0	--	--	--	--	Orange	-72.5	-1.2	Maintained	--
Socioeconomically Disadvantaged	166	Yellow	-29.4	12.1	Increased	Yellow	-80.8	3.2	Increased	Higher	176	Orange	-34.4	-5.0	Declined	Orange	-78.2	2.6	Maintained	Higher
Students with Disabilities	20	No Color	-34.6	6.9	Increased	Orange	-127.3	5.5	Increased	--	18	No Color	-65.8	-31.2	Declined Significantly	Red	-124.3	2.9	Maintained	--
Two or More Races	0	--	--	--	--	Yellow	-7.4	2.5	Maintained	--	*	No Color	--	--	No Change Level	Yellow	-5.3	2.1	Maintained	--
White	0	--	--	--	--	Yellow	-11.1	2.3	Maintained	--	0	--	--	--	--	Yellow	-10.3	0.7	Maintained	--

[Participation Rate Report below displays the percent of students tested by content area. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English language arts and mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency \(LEA\), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score \(LOSS\) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard \(DFS\).](#)

Math Participation Rate By Student Group														
	ALL	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless Youth	Latino	Native Hawaiian or Pacific Islander	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2023 **	99%	--	--	98%	99%	100%	--	100%	99%	--	99%	100%	--	--
Participation Rate Met 2023 *	Yes	--	--	Yes	Yes	Yes	--	Yes	Yes	--	Yes	Yes	--	--
Percent of students tested in 2024	100%	--	--	100%	100%	100%	100%	100%	100%	--	100%	100%	100%	--
Participation Rate Met 2024	Yes	--	--	Yes	Yes	Yes	Yes	Yes	Yes	--	Yes	Yes	Yes	--

\* Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

\*\* Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files.

# Watts Learning Center

LAUSD Location Code: 7620      Region: South      Board District: 7

## English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPI Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Learner Progress Indicator - CA School Dashboard Indicator																					
Student Group	2023 School					2023 State					School to State ELPI Comparison	2024 School					2024 State				School to State ELPI Comparison
	Number of EL Students with a Performance Level in Both the Current and Prior Year	School 2023 Performance Level (color)	Percentage of English Learners making progress towards English proficiency	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	Percentage of English Learners making progress towards English proficiency	State 2023 Change	State 2023 Change Level	Number of EL Students with a Performance Level in Both the Current and Prior Year		School 2023 Performance Level (color)	Percentage of English Learners making progress towards English proficiency	School 2023 Change	School 2023 Change Level	State 2024 Performance Level (color)	Percentage of English Learners making progress towards English proficiency	State 2024 Change	State 2024 Change Level		
English Learner	80	Red	37.5%	-22.5%	Declined Significantly	Yellow	48.7%	-1.6%	Maintained	Lower	71	Green	50.7%	13.2%	Increased Significantly	Orange	45.7%	-3.0%	Declined	Higher	
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	0	--	--	--	--	Orange	45.8%	-3.9%	Declined	--	

Districts and schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative ELPAC and have at least 30 EL students enrolled during the testing window (February 1 to May 31) will receive a modified ELPI rate on the California School Dashboard (Dashboard). For each district and school that does not meet the 95 percent target, the minimum number of students needed to reach a participation rate of at least 95 percent is determined. The resulting number of students will be counted as not making progress in the current ELPI Status calculation.

ELPAC Participation				
Year	Number of EL Student Enrolled	Number of EL Students Tested	Percent of EL Students Tested	Participation Rate Met
2024	98	98	100%	Yes
2023	101	100	99%	Yes

Note: Schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative ELPAC and have at least 30 EL students enrolled during the testing window (February 1 to May 31) will receive a modified ELPI rate on the California School Dashboard (Dashboard).

2024 Student English Language Acquisition Results		
The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e. levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.		
School		State
Watts Learning Center		State
ELs Who Progressed at Least One ELPI Level	50.7%	43.8%
ELs Who Maintained ELPI Level 4	0.0%	1.9%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	35.2%	34.9%
ELs Who Decreased at Least One ELPI Level	14.1%	19.4%

2023 Student English Language Acquisition Results		
The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e. levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.		
School		State
Watts Learning Center		State
ELs Who Progressed at Least One ELPI Level	37.5%	46.4%
ELs Who Maintained ELPI Level 4	0.0%	2.4%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	23.8%	32.7%
ELs Who Decreased at Least One ELPI Level	38.8%	18.6%

\* Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting.  
 Data Sources: [California School Dashboard Research data files.](#)

# Watts Learning Center

LAUSD Location Code: 7620      Region: South      Board District: 7

## Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year. For most state indicators, the desired outcome is to have a high percentage of performance in the current year. However, chronic absenteeism has a reverse goal of having the lowest percentage of students chronically absent in the current year. Current and prior year data is compared to see whether a school made improvement (i.e., had a lower rate of Chronic Absenteeism in 2023 than it did in 2022) or did worse (i.e., had a higher rate in 2023). Taken together, current year data and its comparison with prior year data will give a performance level (color). A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Student Group	Number of students enrolled who meet criteria	School 2023 Performance Level (color)	School 2023 Chronic Absenteeism Percentage	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Chronic Absenteeism Percentage	State 2023 Change	State 2023 Change Level	School to State Chronic Absenteeism Percentage Comparison	Number of students enrolled who meet criteria	School 2024 Performance Level (color)	School 2024 Chronic Absenteeism Percentage	School 2024 Change	School 2024 Change Level	State 2024 Performance Level (color)	State 2024 Chronic Absenteeism Percentage	State 2024 Change	State 2024 Change Level	School to State Chronic Absenteeism Percentage Comparison
All Students	353	Yellow	26.9%	-7.8%	Declined Significantly	Yellow	24.3%	-5.7	Declined Significantly	Higher	374	Yellow	21.7%	-5.3%	Declined Significantly	Yellow	18.6%	-5.7%	Declined	Higher
American Indian or Alaska Native	0	--	--	--	--	Yellow	36.1%	-6.8	Declined Significantly	--	0	--	--	--	--	Yellow	30.6%	-5.4%	Declined	--
Asian	0	--	--	--	--	Yellow	10.1%	-1.4	Declined	--	0	--	--	--	--	Green	7.5%	-2.5%	Declined	--
Black or African American	125	Orange	33.6%	-5.8%	Declined	Yellow	36.4%	-6.5	Declined Significantly	Lower	148	Orange	30.4%	-3.2%	Declined	Yellow	31.3%	-5.1%	Declined	Lower
English Learner	104	Orange	26.9%	-0.5%	Declined	Yellow	26.3%	-7.3	Declined Significantly	Higher	102	Yellow	18.6%	-8.3%	Declined	Yellow	20.1%	-6.1%	Declined	Lower
Filipino	*	No Color	--	--	No Change Level	Yellow	13.8%	-2.4	Declined	--	*	No Color	--	--	No Change Level	Green	9.6%	-4.2%	Declined	--
Foster Youth	*	No Color	--	--	No Change Level	Yellow	33.6%	-8.5	Declined Significantly	--	*	No Color	--	--	No Change Level	Yellow	30.5%	-3.1%	Declined	--
Homeless Youth	*	No Color	--	--	No Change Level	Yellow	38.7%	-6.4	Declined Significantly	--	18	No Color	22.2%	0.0%	No Change Level	Yellow	32.7%	-6.0%	Declined	--
Latino	223	Yellow	23.3%	-8.2%	Declined Significantly	Yellow	28.4%	-7.4	Declined Significantly	Lower	221	Yellow	15.8%	-7.5%	Declined Significantly	Yellow	21.7%	-6.7%	Declined	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	Same	0	--	--	--	--	Yellow	23.9%	-4.3%	Declined	--
Native Hawaiian or Pacific Islander	0	--	--	--	--	Yellow	37.6%	-6.3	Declined Significantly	--	0	--	--	--	--	Yellow	32.6%	-5.0%	Declined	--
Socioeconomically Disadvantaged	347	Yellow	27.1%	-7.7%	Declined Significantly	Yellow	29.9%	-7.5	Declined Significantly	Lower	373	Yellow	21.7%	-5.4%	Declined Significantly	Yellow	23.4%	-6.6%	Declined	Lower
Students with Disabilities	45	Orange	28.9%	-12.6%	Declined	Yellow	33.1%	-6.5	Declined Significantly	Lower	39	Yellow	15.4%	-13.5%	Declined	Yellow	26.3%	-6.8%	Declined	Lower
Two or More Races	*	No Color	--	--	No Change Level	Yellow	21.6%	-3.5	Declined Significantly	--	*	No Color	--	--	No Change Level	Yellow	16.2%	-5.4%	Declined	--
White	*	No Color	--	--	No Change Level	Yellow	18.5%	-3.5	Declined Significantly	--	*	No Color	--	--	No Change Level	Yellow	13.5%	-4.9%	Declined	--

\* Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

Data Sources: [California School Dashboard Research data files.](#)

# Watts Learning Center

LAUSD Location Code: 7620      Region: South      Board District: 7

## Suspension Rate Indicator

This report shows the number of students who have an aggregate suspension of at least one full day. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. For most state indicators, the desired outcome is a high percentage of performance in the current year and an increase from the prior year. However, for the Suspension Rate indicator, the desired outcome is a low rate in the current year and a decline from the prior year. Current and prior year data is compared to see whether a school made improvement (i.e., had a lower rate of suspension in 2022-23 than it did in 2021-22) or did worse (i.e., had a higher rate in 2022-23 than in 2021-22). Taken together, current year data and its comparison with prior year data will give a performance level (color). A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																				
Student Group	Number of Students	School 2023 Performance level (color)	School 2023 Percentage of Students suspended at least once	School 2023 Change	School 2023 Change Level	State 2023 Performance level (color)	State 2023 Percentage of Students suspended at least once	State 2023 Change	State 2023 Change Level	School to State Suspension Rate Percentage Comparison	Number of Students	School 2024 Performance level (color)	School 2024 Percentage of Students suspended at least once	School 2024 Change	School 2024 Change Level	State 2024 Performance level (color)	State 2024 Percentage of Students suspended at least once	State 2024 Change	State 2024 Change Level	School to State Suspensions Comparison
All Students	364	Green	0.5%	0.5%	Increased	Orange	3.5%	0.4%	Increased	Lower	377	Orange	1.6%	1.0%	Increased	Green	3.2%	-0.3%	Declined	Lower
American Indian or Alaska Native	0	--	--	--	--	Orange	7.4%	1.0%	Increased	--	0	--	--	--	--	Yellow	7.0%	-0.4%	Declined	--
Asian	0	--	--	--	--	Green	1.1%	0.2%	Maintained	--	0	--	--	--	--	Blue	1.0%	0.0%	Maintained	--
Black or African American	134	Orange	1.5%	1.5%	Increased	Red	8.8%	0.9%	Increased	Lower	150	Orange	2.0%	0.5%	Increased	Orange	8.4%	-0.4%	Declined	Lower
English Learner	105	Blue	0.0%	0.0%	Maintained	Orange	3.7%	0.5%	Increased	Lower	102	Orange	2.0%	2.0%	Increased	Green	3.4%	-0.3%	Declined	Lower
Filipino	*	No Color	--	--	No Change Level	Green	1.3%	0.1%	Maintained	--	*	No Color	--	--	No Change Level	Green	1.2%	-0.1%	Maintained	--
Foster Youth	*	No Color	--	--	No Change Level	Red	13.6%	1.2%	Increased	--	*	No Color	--	--	No Change Level	Orange	13.2%	-0.4%	Declined	--
Homeless Youth	*	No Color	--	--	No Change Level	Orange	6.5%	1.0%	Increased	--	18	No Color	5.6%	--	No Change Level	Yellow	5.7%	-0.8%	Declined	--
Latino	225	Blue	0.0%	0.0%	Maintained	Orange	3.8%	0.5%	Increased	Lower	222	Orange	1.4%	1.4%	Increased	Green	3.4%	-0.4%	Declined	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	0	--	--	--	--	Orange	8.1%	-0.9%	Declined	--
Native Hawaiian or Pacific Islander	0	--	--	--	--	Orange	4.9%	0.4%	Increased	--	0	--	--	--	--	Green	4.4%	-0.5%	Declined	--
SocioeconomicMRY Disadvantaged	355	Yellow	0.6%	0.6%	Increased	Orange	4.5%	0.5%	Increased	Lower	376	Orange	1.6%	1.0%	Increased	Green	4.0%	-0.5%	Declined	Lower
Students with Disabilities	46	Orange	2.2%	2.2%	Increased	Orange	5.9%	0.5%	Increased	Lower	39	Red	10.3%	8.1%	Increased	Yellow	5.4%	-0.5%	Declined	Higher
Two or More Races	*	No Color	--	--	No Change Level	Orange	3.3%	0.4%	Increased	--	*	No Color	--	--	No Change Level	Green	3.0%	-0.3%	Declined	--
White	*	No Color	--	--	No Change Level	Yellow	2.9%	0.2%	Maintained	--	*	No Color	--	--	No Change Level	Green	2.6%	0.3%	Declined	--

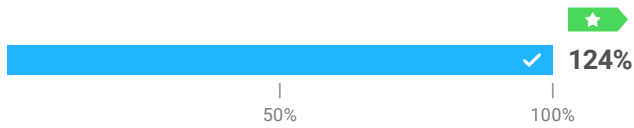
\* Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

Data Sources: [California School Dashboard Research data files 2023](#)

School: Watts Learning Center Elementary School  
 Subject: Math  
 Academic Year: 2021 - 2022  
 Comparison Diagnostic: Final Diagnostic

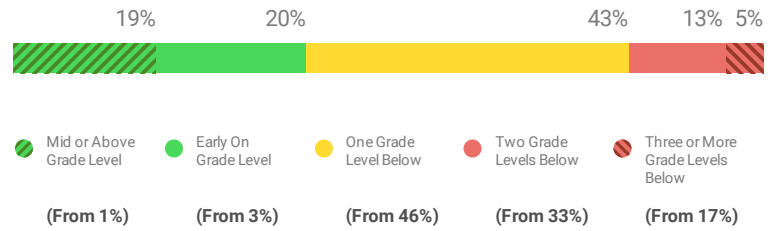
Students Assessed/Total: 340/340

Progress to Annual Typical Growth (Median)

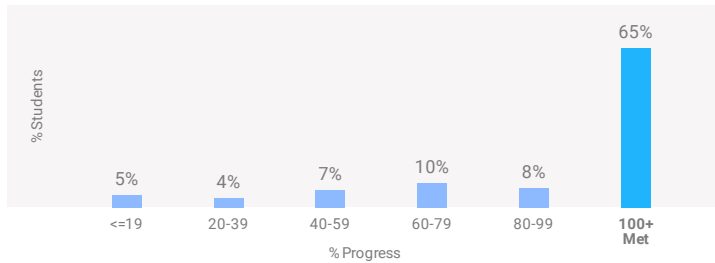


The median percent progress towards Typical Growth for this school is 124%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

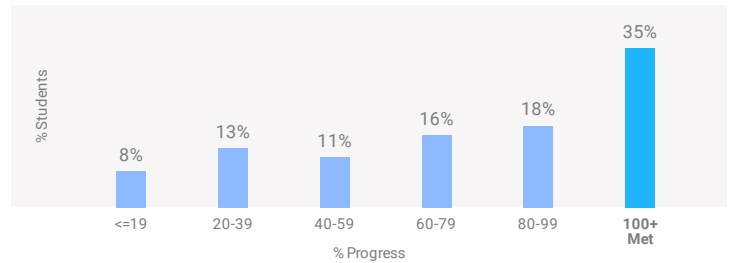
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 6 of 6

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	113%	61%	90%	41%	48%	46/46
Grade 1	105%	61%	81%	28%	50%	46/46
Grade 2	115%	60%	75%	25%	71%	63/63
Grade 3	134%	74%	85%	32%	87%	62/62
Grade 4	139%	65%	74%	29%	83%	63/63



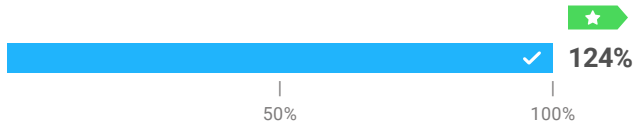
School Watts Learning Center Elementary School  
Subject Math  
Academic Year 2021 - 2022  
Comparison Diagnostic Final Diagnostic

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	192%	67%	109%	53%	83%	60/60

**School** Watts Learning Center Elementary School  
**Subject** Math  
**Academic Year** 2021 - 2022  
**Comparison Diagnostic** Final Diagnostic

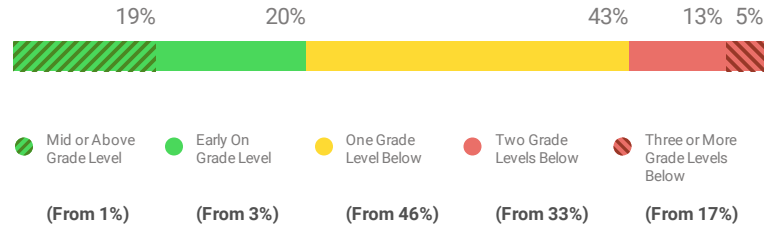
Students Assessed/Total: **340/340**

## Progress to Annual Typical Growth (Median)

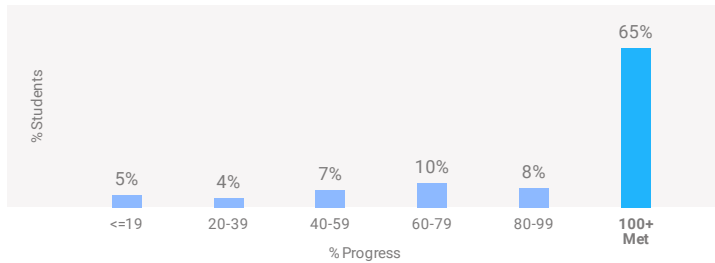


The median percent progress towards Typical Growth for this school is 124%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

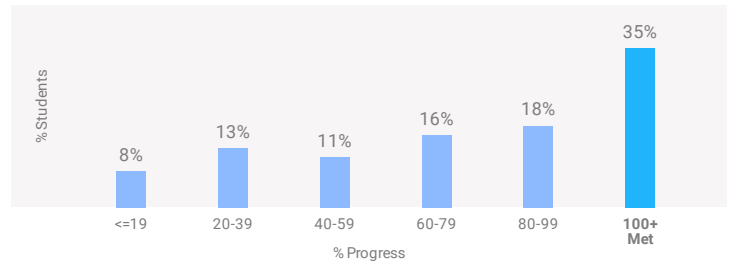
## Current Placement Distribution



## Distribution of Progress to Annual Typical Growth



## Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

English Learner

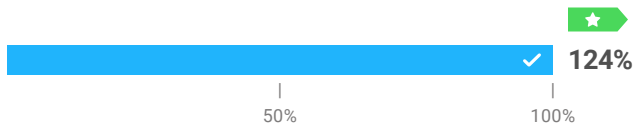
Showing 3 of 3

All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - English Learner	117%	62%	79%	28%	67%	110/110
No - English Learner	128%	67%	84%	39%	75%	209/209
Not Reported	112%	57%	81%	29%	76%	21/21

School: Watts Learning Center Elementary School  
 Subject: Math  
 Academic Year: 2021 - 2022  
 Comparison Diagnostic: Final Diagnostic

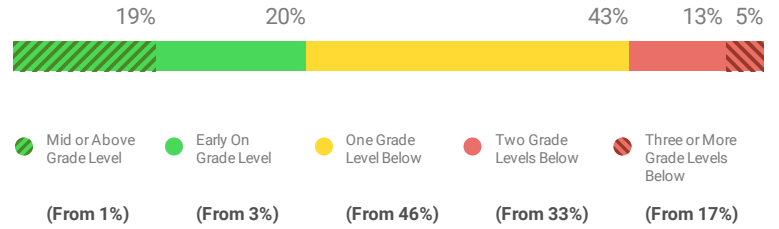
Students Assessed/Total: **340/340**

## Progress to Annual Typical Growth (Median)

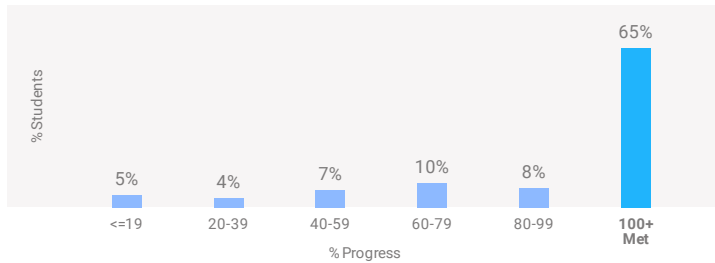


The median percent progress towards Typical Growth for this school is 124%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

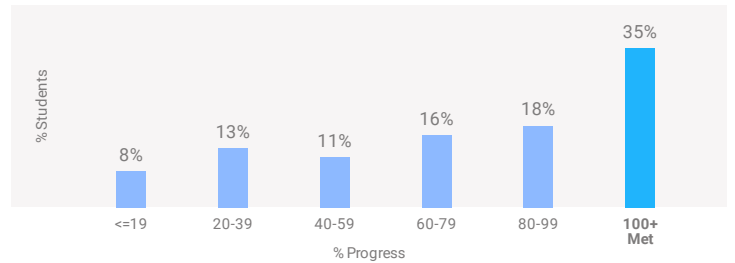
## Current Placement Distribution



## Distribution of Progress to Annual Typical Growth



## Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Hispanic or Latino

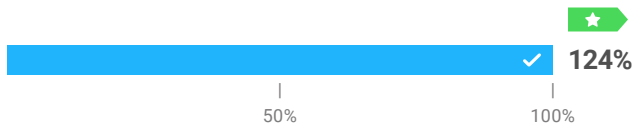
Showing 2 of 2

All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - Hispanic or Latino	132%	67%	85%	37%	73%	216/216
No - Hispanic or Latino	114%	61%	79%	31%	72%	124/124

School: Watts Learning Center Elementary School  
 Subject: Math  
 Academic Year: 2021 - 2022  
 Comparison Diagnostic: Final Diagnostic

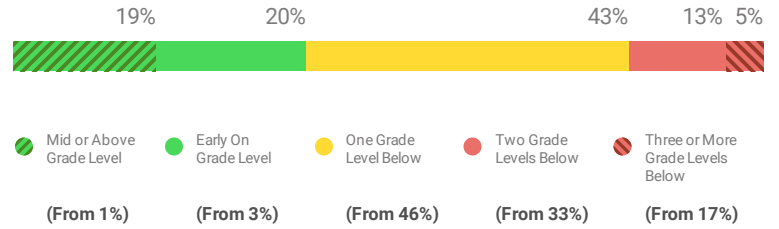
Students Assessed/Total: 340/340

## Progress to Annual Typical Growth (Median)

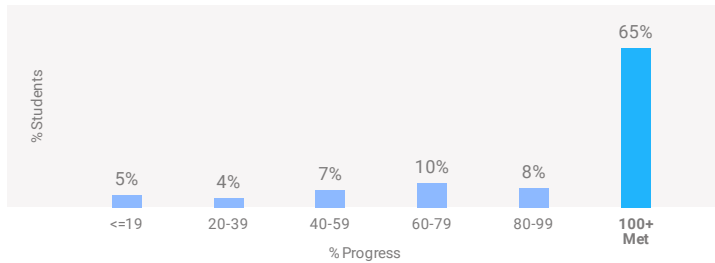


The median percent progress towards Typical Growth for this school is 124%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

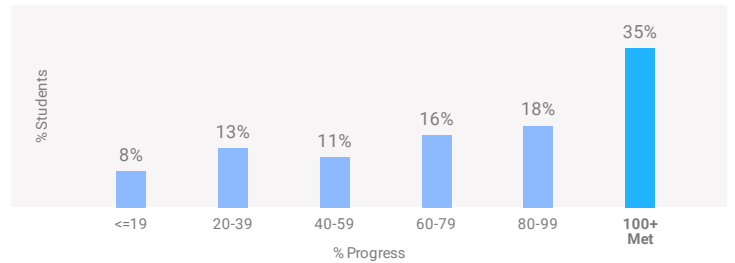
## Current Placement Distribution



## Distribution of Progress to Annual Typical Growth



## Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Race

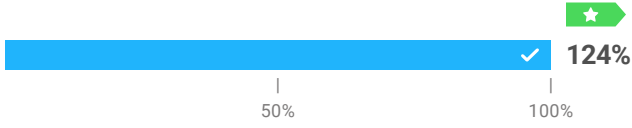
Showing 5 of 5

All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
American Indian or Alaska Native	[Redacted]					1/1
Asian	[Redacted]					1/1
Black or African American	114%	61%	76%	29%	72%	130/130
Native Hawaiian or Other Pacific Islander	[Redacted]					1/1
Not Reported	131%	67%	88%	38%	72%	207/207

School: Watts Learning Center Elementary School  
 Subject: Math  
 Academic Year: 2021 - 2022  
 Comparison Diagnostic: Final Diagnostic

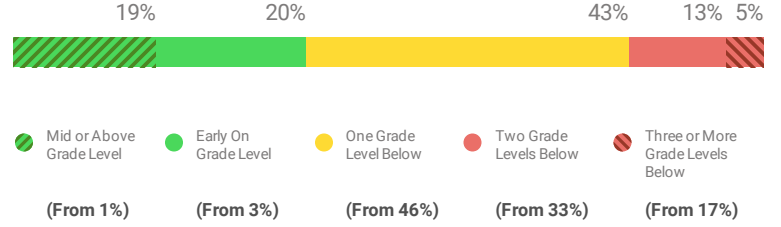
Students Assessed/Total: 340/340

### Progress to Annual Typical Growth (Median)



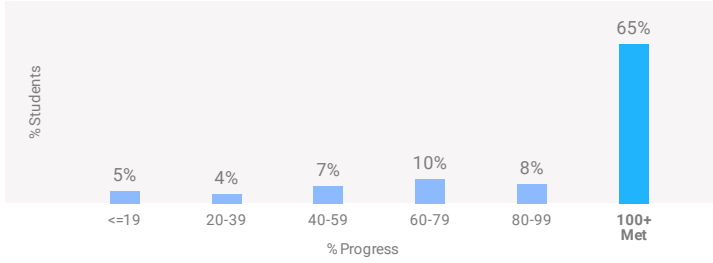
The median percent progress towards Typical Growth for this school is 124%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

### Current Placement Distribution

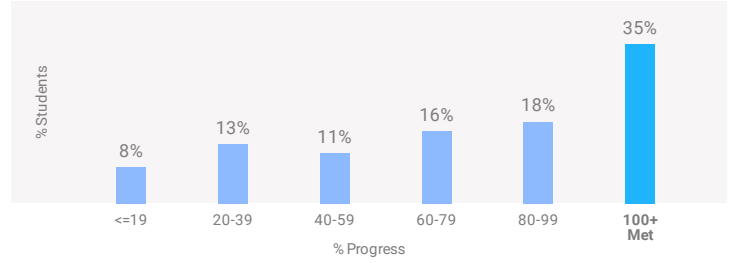


● Mid or Above Grade Level (From 1%)  
● Early On Grade Level (From 3%)  
● One Grade Level Below (From 46%)  
● Two Grade Levels Below (From 33%)  
● Three or More Grade Levels Below (From 17%)

### Distribution of Progress to Annual Typical Growth



### Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Economically Disadvantaged

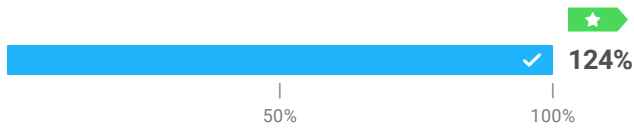
Showing 2 of 2

All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - Economically Disadvantaged	126%	66%	82%	35%	73%	327/327
No - Economically Disadvantaged	96%	46%	71%	15%	62%	13/13

School: Watts Learning Center Elementary School  
 Subject: Math  
 Academic Year: 2021 - 2022  
 Comparison Diagnostic: Final Diagnostic

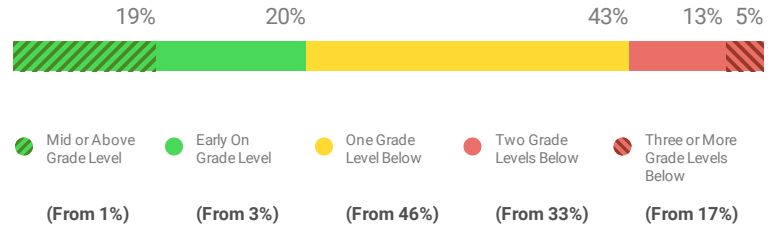
Students Assessed/Total: **340/340**

## Progress to Annual Typical Growth (Median)

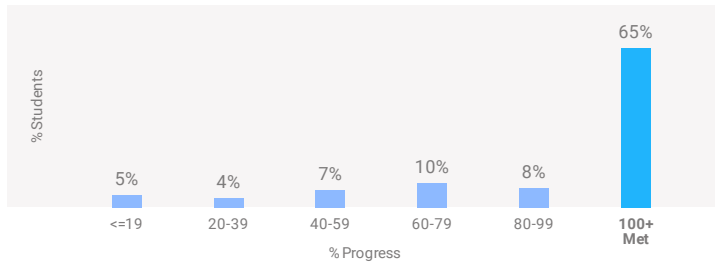


The median percent progress towards Typical Growth for this school is 124%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

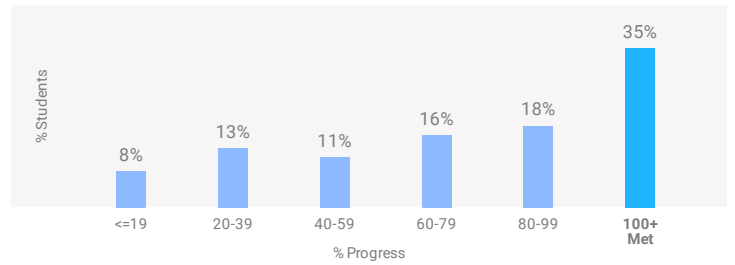
## Current Placement Distribution



## Distribution of Progress to Annual Typical Growth



## Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Special Education

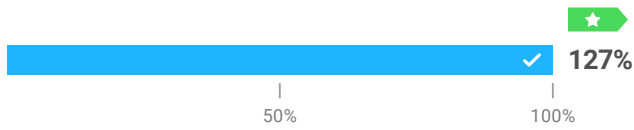
Showing 3 of 3

All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - Special Education	116%	65%	71%	24%	71%	34/34
No - Special Education	128%	66%	83%	36%	72%	285/285
Not Reported	112%	57%	81%	29%	76%	21/21

**School** Watts Learning Center Elementary School  
**Subject** Reading  
**Academic Year** 2021 - 2022  
**Comparison Diagnostic** Final Diagnostic

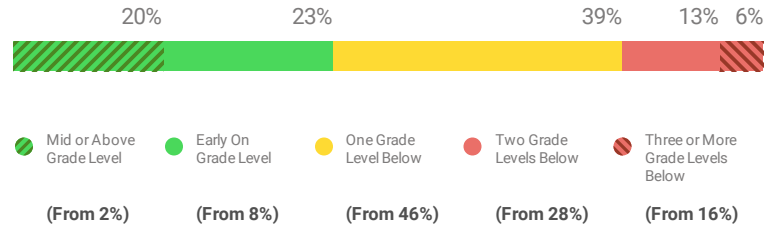
Students Assessed/Total: **340/340**

## Progress to Annual Typical Growth (Median)

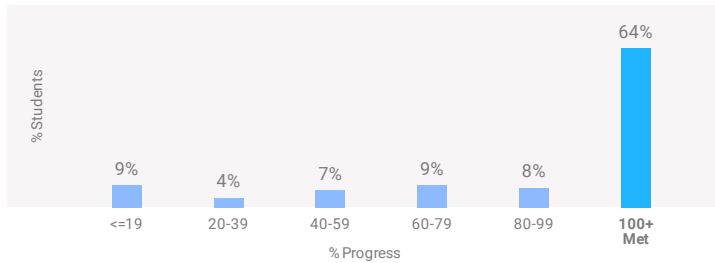


The median percent progress towards Typical Growth for this school is 127%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

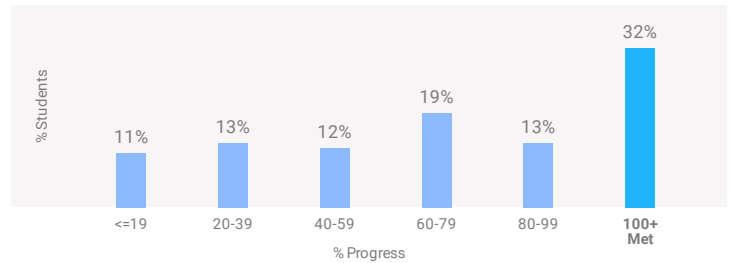
## Current Placement Distribution



## Distribution of Progress to Annual Typical Growth



## Distribution of Progress to Annual Stretch Growth®





Choose to Show Results By

Grade

Showing 6 of 6

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	102%	52%	74%	24%	65%	46/46
Grade 1	92%	48%	67%	15%	61%	46/46
Grade 2	110%	60%	72%	25%	59%	63/63
Grade 3	158%	71%	83%	40%	85%	62/62
Grade 4	161%	70%	82%	37%	59%	63/63

School Watts Learning Center Elementary School  
 Subject Reading  
 Academic Year 2021 - 2022  
 Comparison Diagnostic Final Diagnostic

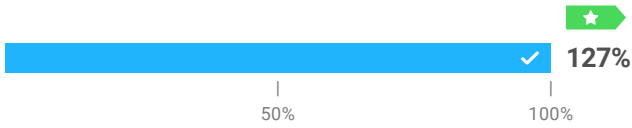
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	 193%	75%	 87%	47%	70%	60/60



**School** Watts Learning Center Elementary School  
**Subject** Reading  
**Academic Year** 2021 - 2022  
**Comparison Diagnostic** Final Diagnostic

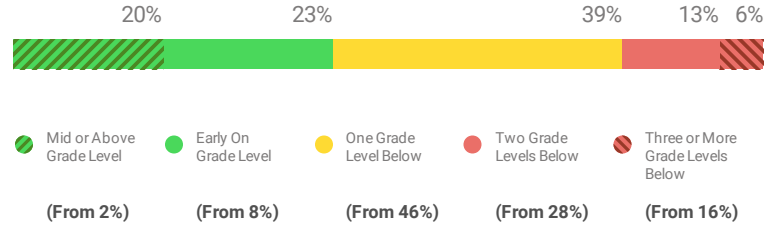
Students Assessed/Total: **340/340**

## Progress to Annual Typical Growth (Median)

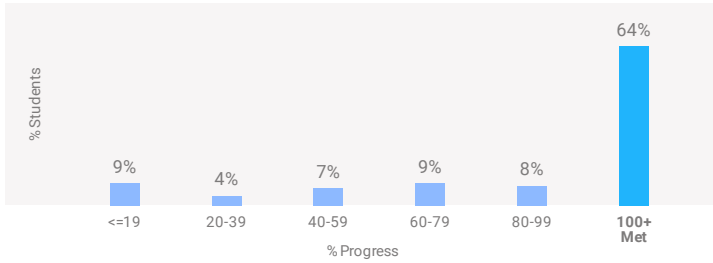


The median percent progress towards Typical Growth for this school is 127%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

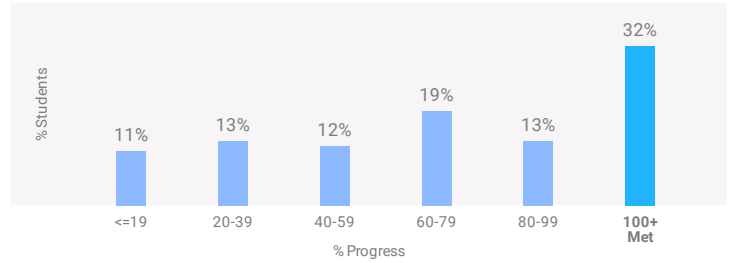
## Current Placement Distribution



## Distribution of Progress to Annual Typical Growth



## Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

English Learner

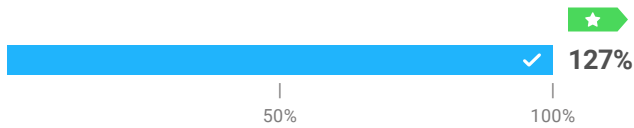
Showing 3 of 3

All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - English Learner	124%	64%	78%	31%	61%	110/110
No - English Learner	127%	63%	73%	33%	70%	209/209
Not Reported	132%	71%	83%	33%	67%	21/21

**School** Watts Learning Center Elementary School  
**Subject** Reading  
**Academic Year** 2021 - 2022  
**Comparison Diagnostic** Final Diagnostic

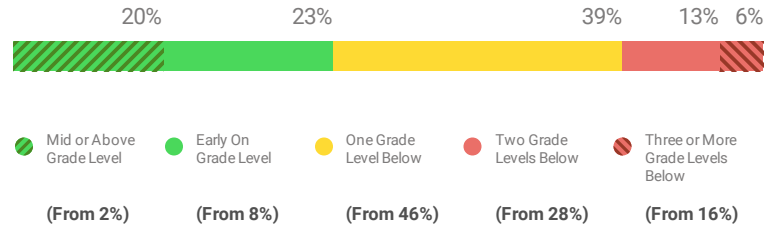
Students Assessed/Total: **340/340**

## Progress to Annual Typical Growth (Median)

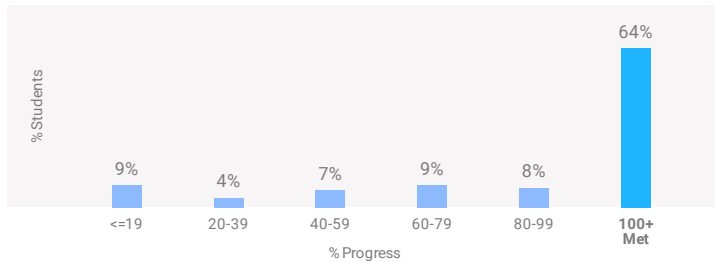


The median percent progress towards Typical Growth for this school is 127%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

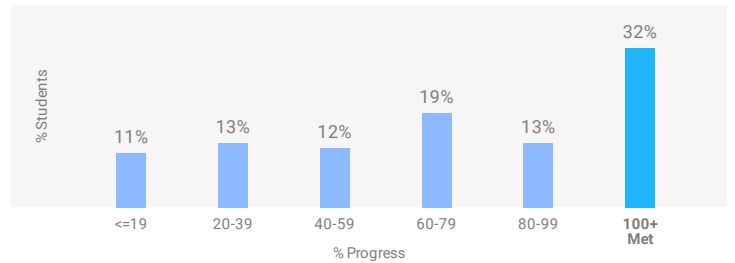
## Current Placement Distribution



## Distribution of Progress to Annual Typical Growth



## Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Hispanic or Latino

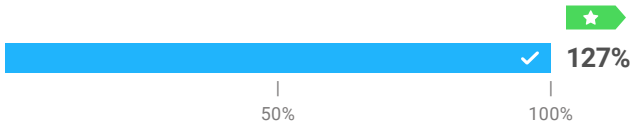
Showing 2 of 2

All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - Hispanic or Latino	130%	67%	79%	33%	67%	216/216
No - Hispanic or Latino	109%	58%	72%	31%	66%	124/124

**School** Watts Learning Center Elementary School  
**Subject** Reading  
**Academic Year** 2021 - 2022  
**Comparison Diagnostic** Final Diagnostic

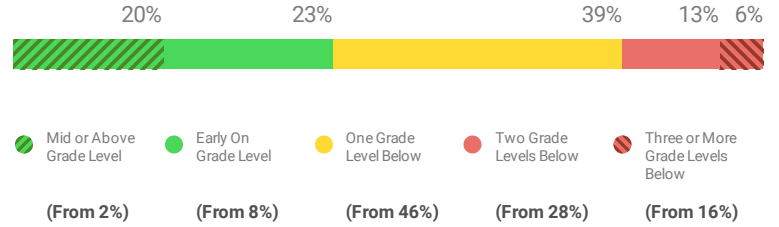
Students Assessed/Total: **340/340**

## Progress to Annual Typical Growth (Median)

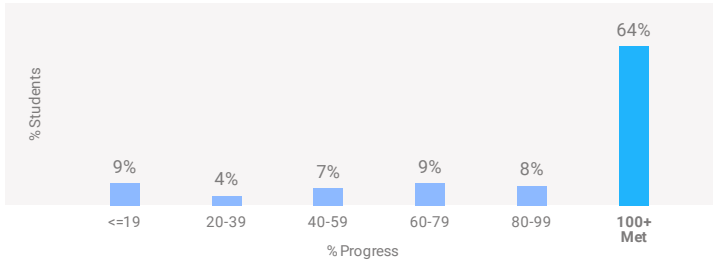


The median percent progress towards Typical Growth for this school is 127%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

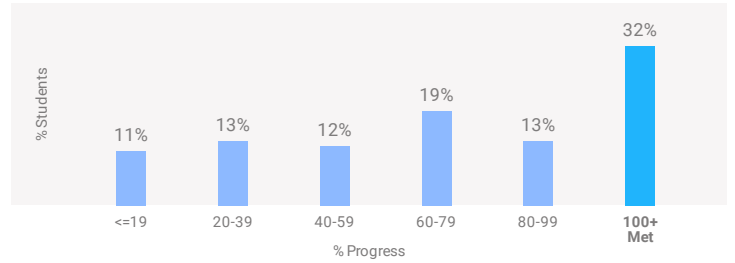
## Current Placement Distribution



## Distribution of Progress to Annual Typical Growth



## Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Race

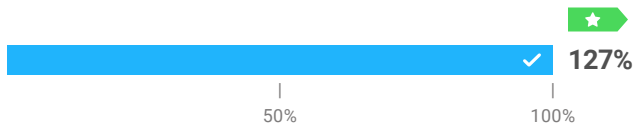
Showing 5 of 5

All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
American Indian or Alaska Native	[Redacted]					1/1
Asian	[Redacted]					1/1
Black or African American	113%	59%	72%	33%	68%	130/130
Native Hawaiian or Other Pacific Islander	[Redacted]					1/1
Not Reported	130%	67%	79%	31%	66%	207/207

**School** Watts Learning Center Elementary School  
**Subject** Reading  
**Academic Year** 2021 - 2022  
**Comparison Diagnostic** Final Diagnostic

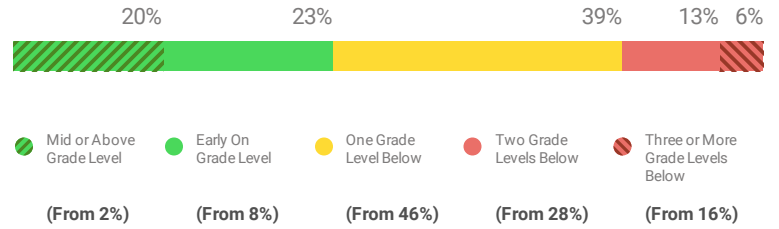
Students Assessed/Total: **340/340**

## Progress to Annual Typical Growth (Median)

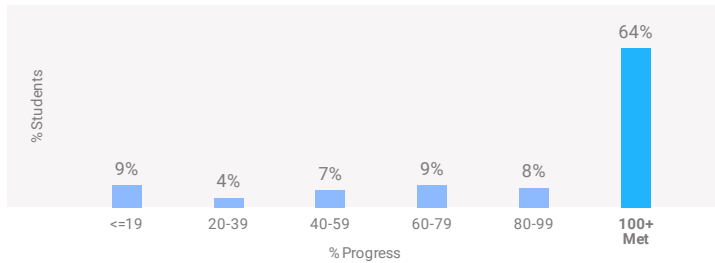


The median percent progress towards Typical Growth for this school is 127%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

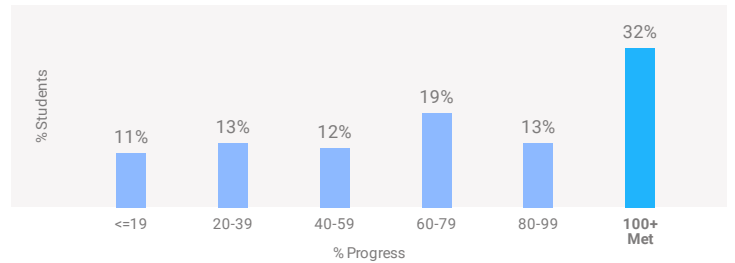
## Current Placement Distribution



## Distribution of Progress to Annual Typical Growth



## Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Economically Disadvantaged

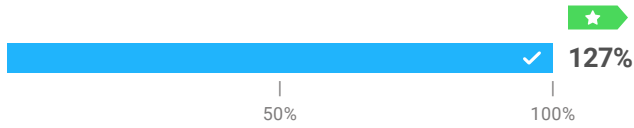
Showing 2 of 2

All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - Economically Disadvantaged	124%	63%	75%	32%	66%	327/327
No - Economically Disadvantaged	141%	77%	95%	46%	85%	13/13

**School** Watts Learning Center Elementary School  
**Subject** Reading  
**Academic Year** 2021 - 2022  
**Comparison Diagnostic** Final Diagnostic

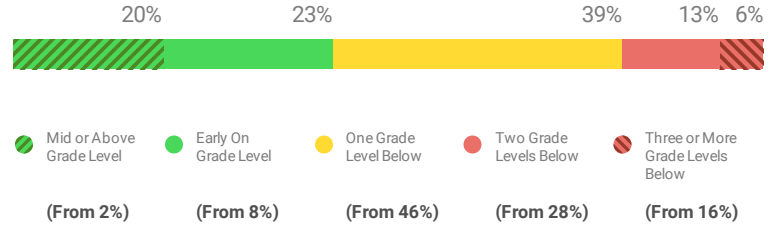
Students Assessed/Total: **340/340**

## Progress to Annual Typical Growth (Median)

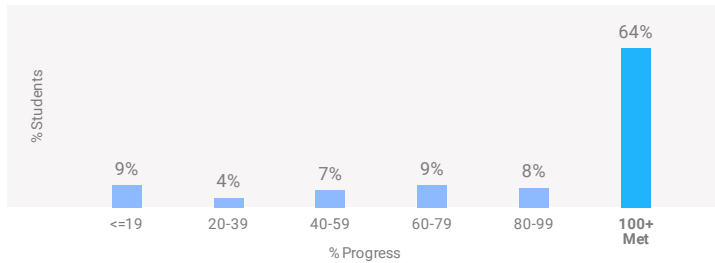


The median percent progress towards Typical Growth for this school is 127%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

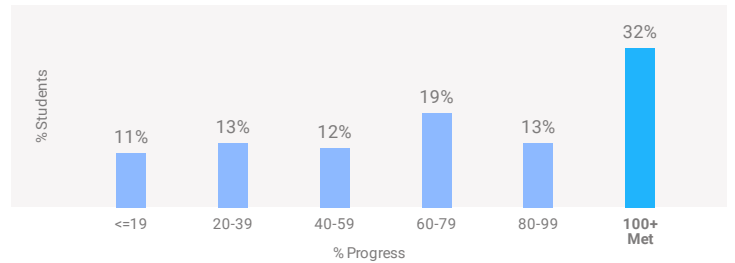
## Current Placement Distribution



## Distribution of Progress to Annual Typical Growth



## Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Special Education

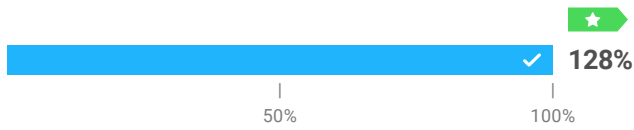
Showing 3 of 3

All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - Special Education	156%	71%	74%	38%	65%	34/34
No - Special Education	122%	62%	74%	32%	67%	285/285
Not Reported	132%	71%	83%	33%	67%	21/21

School: Watts Learning Center Elementary School  
 Subject: Math  
 Academic Year: 2022 - 2023  
 Comparison Diagnostic: Final Diagnostic

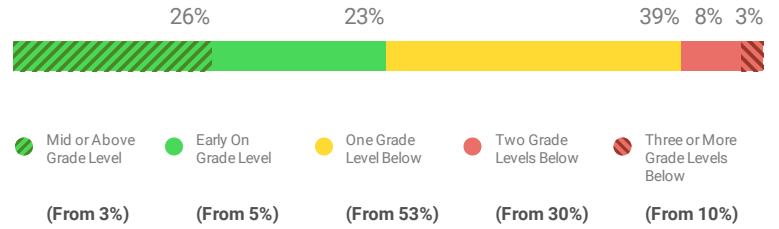
Students Assessed/Total: 333/333

### Progress to Annual Typical Growth (Median)

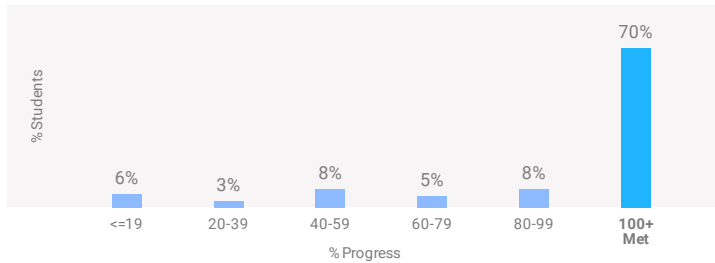


The median percent progress towards Typical Growth for this school is 128%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

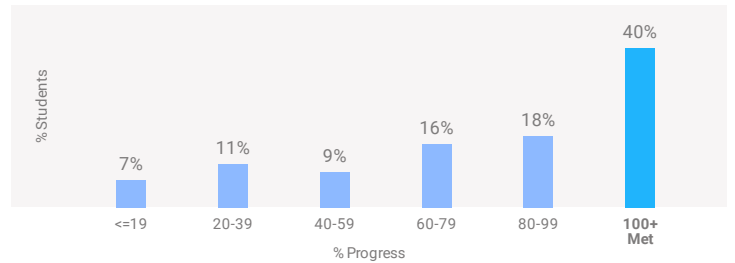
### Current Placement Distribution



### Distribution of Progress to Annual Typical Growth



### Distribution of Progress to Annual Stretch Growth®





Choose to Show Results By

Grade

Showing 6 of 6

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	125%	83%	100%	51%	66%	47/47
Grade 1	110%	60%	84%	40%	65%	57/57
Grade 2	141%	84%	91%	43%	79%	58/58
Grade 3	127%	63%	85%	39%	68%	57/57
Grade 4	130%	68%	77%	30%	77%	56/56

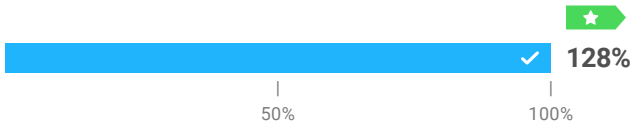
School Watts Learning Center Elementary School  
 Subject Math  
 Academic Year 2022 - 2023  
 Comparison Diagnostic Final Diagnostic

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	 122%	64%	 75%	36%	72%	58/58

School: Watts Learning Center Elementary School  
 Subject: Math  
 Academic Year: 2022 - 2023  
 Comparison Diagnostic: Final Diagnostic

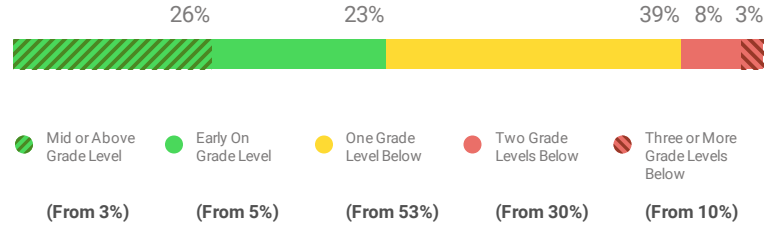
Students Assessed/Total: 333/333

### Progress to Annual Typical Growth (Median)

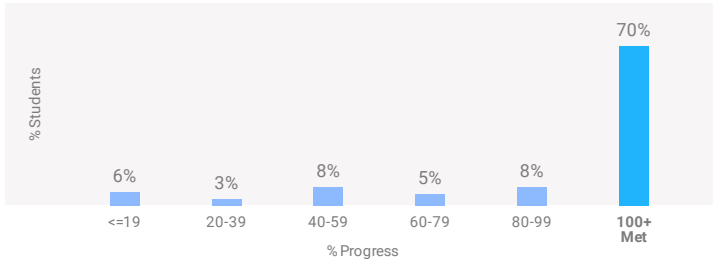


The median percent progress towards Typical Growth for this school is 128%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

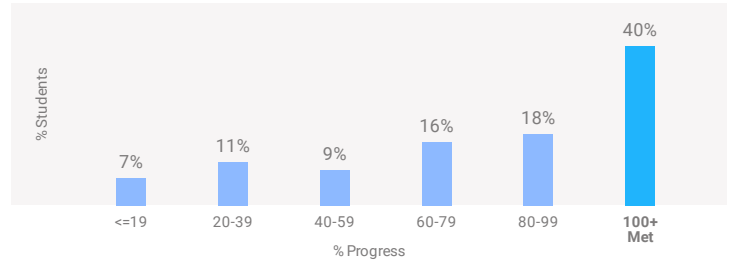
### Current Placement Distribution



### Distribution of Progress to Annual Typical Growth



### Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

English Learner

Showing 3 of 3

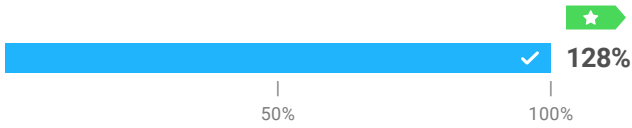
All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - English Learner	138%	75%	91%	45%	73%	112/112
No - English Learner	122%	68%	80%	34%	69%	160/160
Not Reported	125%	67%	94%	44%	75%	61/61



School: Watts Learning Center Elementary School  
 Subject: Math  
 Academic Year: 2022 - 2023  
 Comparison Diagnostic: Final Diagnostic

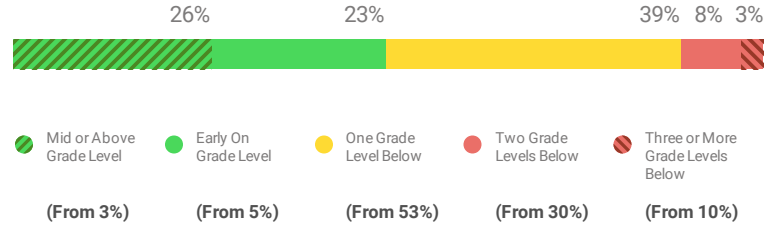
Students Assessed/Total: 333/333

## Progress to Annual Typical Growth (Median)



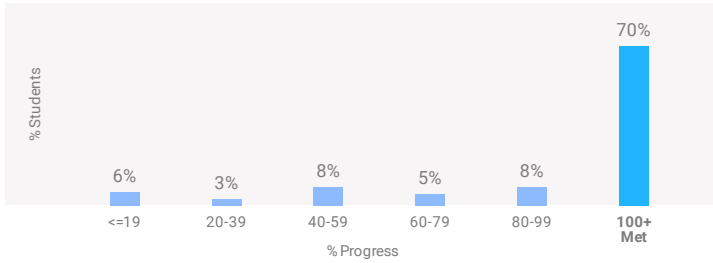
The median percent progress towards Typical Growth for this school is 128%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

## Current Placement Distribution

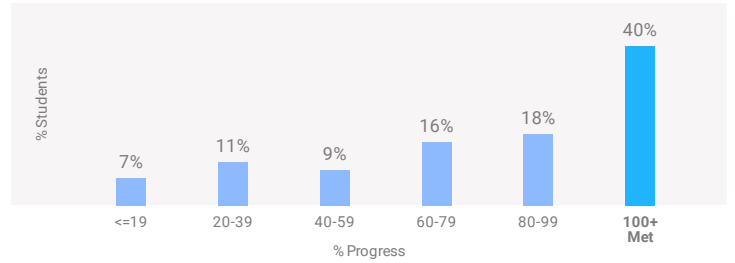


● Mid or Above Grade Level (From 3%)  
● Early On Grade Level (From 5%)  
● One Grade Level Below (From 53%)  
● Two Grade Levels Below (From 30%)  
● Three or More Grade Levels Below (From 10%)

## Distribution of Progress to Annual Typical Growth



## Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Hispanic or Latino

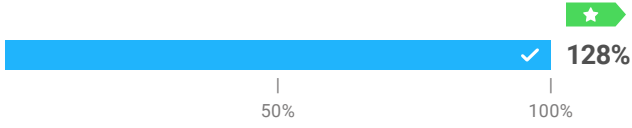
Showing 2 of 2

All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - Hispanic or Latino	131%	70%	85%	41%	72%	216/216
No - Hispanic or Latino	121%	70%	86%	38%	71%	117/117

School: Watts Learning Center Elementary School  
 Subject: Math  
 Academic Year: 2022 - 2023  
 Comparison Diagnostic: Final Diagnostic

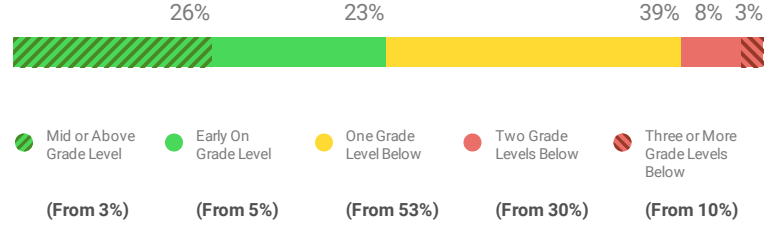
Students Assessed/Total: 333/333

### Progress to Annual Typical Growth (Median)

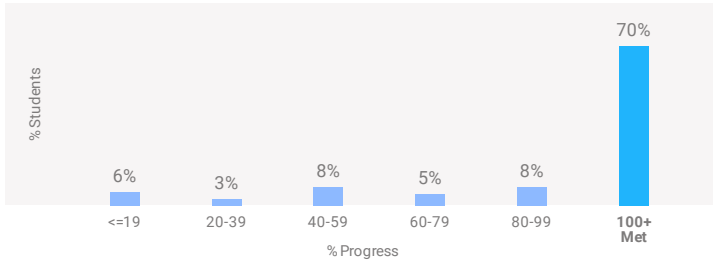


The median percent progress towards Typical Growth for this school is 128%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

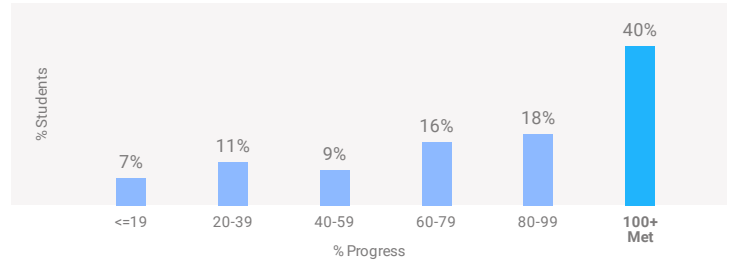
### Current Placement Distribution



### Distribution of Progress to Annual Typical Growth



### Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Race

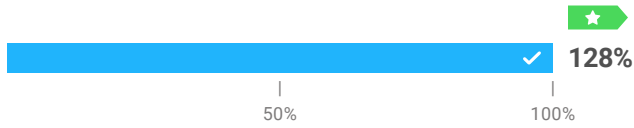
Showing 6 of 6

All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
American Indian or Alaska Native	[Redacted]					1/1
Asian	[Redacted]					1/1
Black or African American	119%	68%	82%	36%	71%	121/121
Native Hawaiian or Other Pacific Islander	[Redacted]					1/1
White	[Redacted]					1/1
Not Reported	131%	71%	86%	41%	72%	208/208

School: Watts Learning Center Elementary School  
 Subject: Math  
 Academic Year: 2022 - 2023  
 Comparison Diagnostic: Final Diagnostic

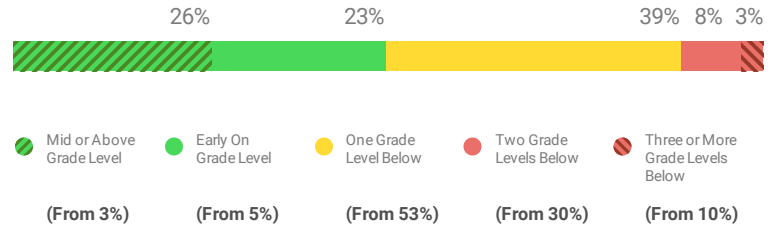
Students Assessed/Total: 333/333

## Progress to Annual Typical Growth (Median)

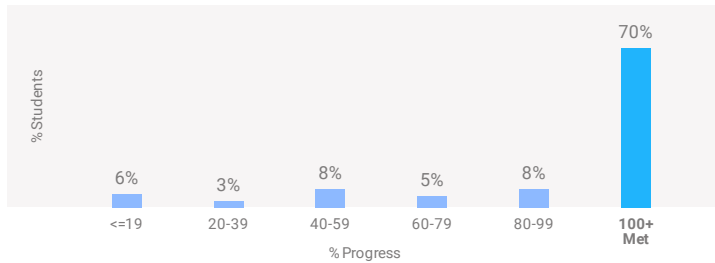


The median percent progress towards Typical Growth for this school is 128%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

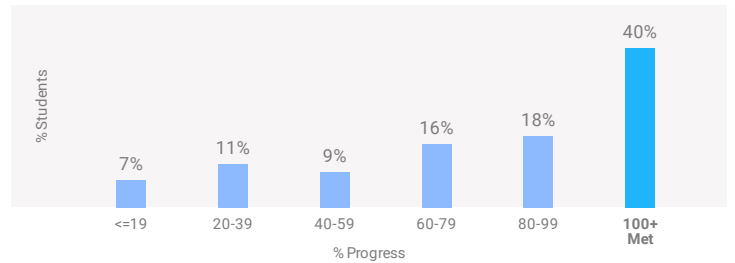
## Current Placement Distribution



## Distribution of Progress to Annual Typical Growth



## Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

### Economically Disadvantaged

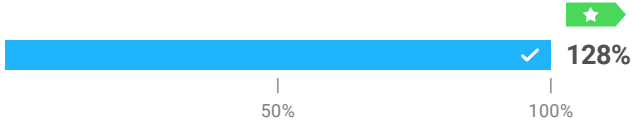
Showing 2 of 2

All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - Economically Disadvantaged	125%	69%	85%	39%	71%	319/319
No - Economically Disadvantaged	172%	86%	130%	57%	93%	14/14

School: Watts Learning Center Elementary School  
 Subject: Math  
 Academic Year: 2022 - 2023  
 Comparison Diagnostic: Final Diagnostic

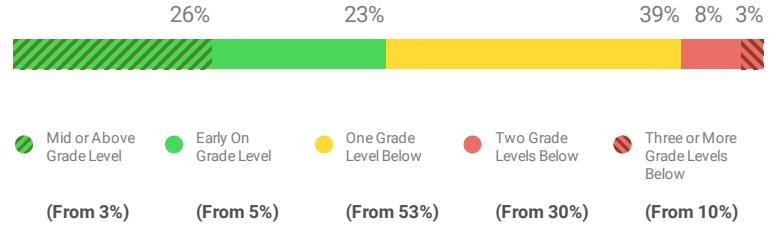
Students Assessed/Total: 333/333

## Progress to Annual Typical Growth (Median)

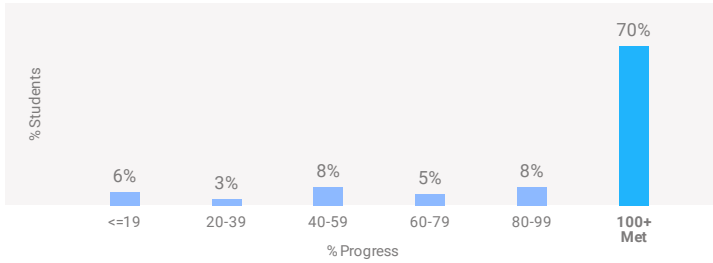


The median percent progress towards Typical Growth for this school is 128%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

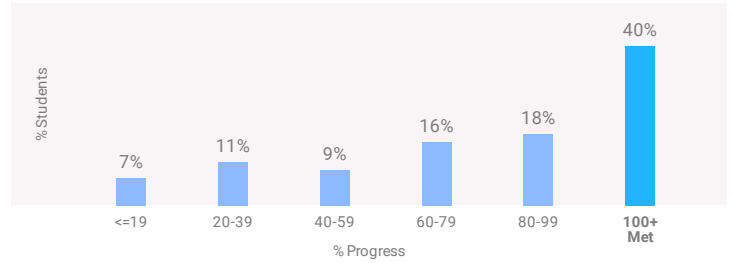
## Current Placement Distribution



## Distribution of Progress to Annual Typical Growth



## Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Special Education

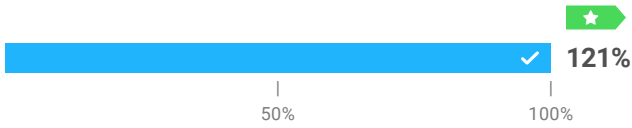
Showing 3 of 3

All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - Special Education	131%	70%	86%	41%	70%	37/37
No - Special Education	128%	71%	84%	38%	71%	235/235
Not Reported	125%	67%	94%	44%	75%	61/61

**School** Watts Learning Center Elementary School  
**Subject** Reading  
**Academic Year** 2022 - 2023  
**Comparison Diagnostic** Final Diagnostic

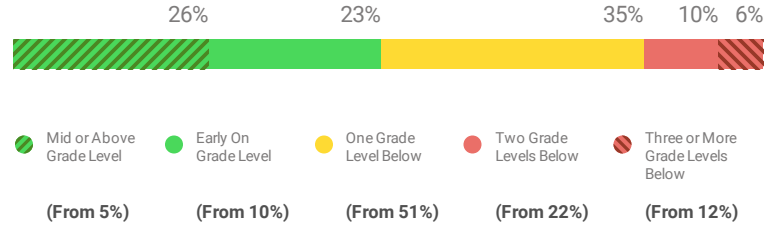
Students Assessed/Total: **333/333**

## Progress to Annual Typical Growth (Median)



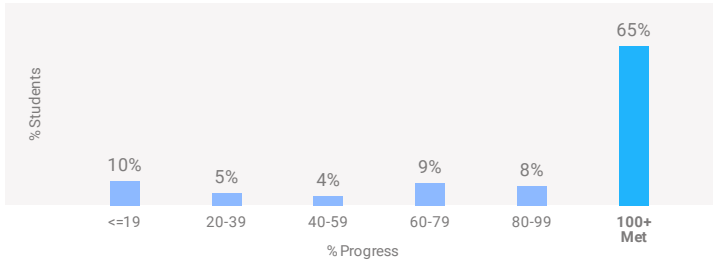
The median percent progress towards Typical Growth for this school is 121%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

## Current Placement Distribution

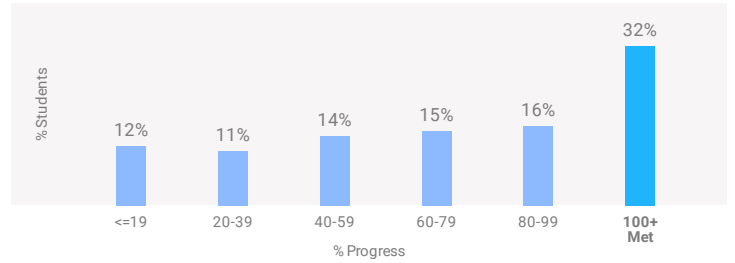


● Mid or Above Grade Level (From 5%)  
● Early On Grade Level (From 10%)  
● One Grade Level Below (From 51%)  
● Two Grade Levels Below (From 22%)  
● Three or More Grade Levels Below (From 12%)

## Distribution of Progress to Annual Typical Growth



## Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 6 of 6

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	122%	72%	90%	45%	85%	47/47
Grade 1	108%	51%	67%	21%	53%	57/57
Grade 2	117%	72%	78%	34%	78%	58/58
Grade 3	131%	65%	73%	28%	74%	57/57
Grade 4	160%	66%	79%	36%	63%	56/56

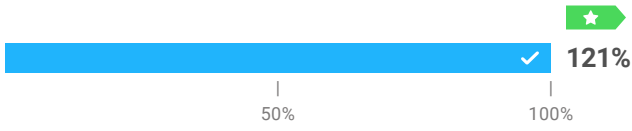
School Watts Learning Center Elementary School  
 Subject Reading  
 Academic Year 2022 - 2023  
 Comparison Diagnostic Final Diagnostic

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	138%	62%	59%	29%	48%	58/58

School: Watts Learning Center Elementary School  
 Subject: Reading  
 Academic Year: 2022 - 2023  
 Comparison Diagnostic: Final Diagnostic

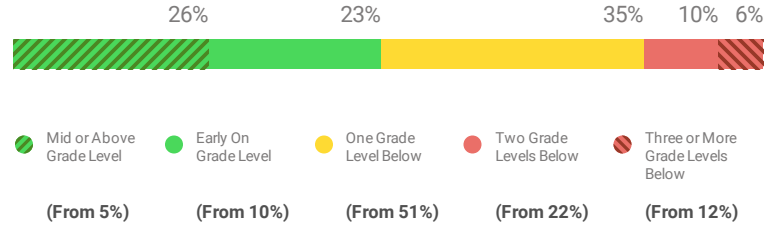
Students Assessed/Total: 333/333

## Progress to Annual Typical Growth (Median)

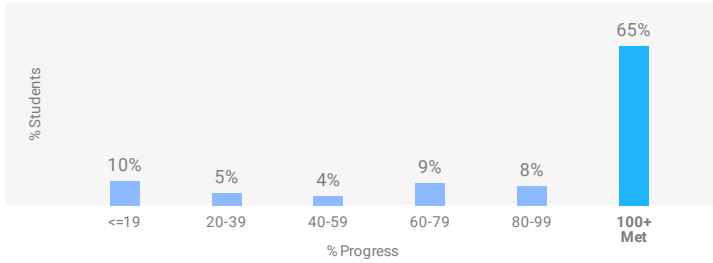


The median percent progress towards Typical Growth for this school is 121%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

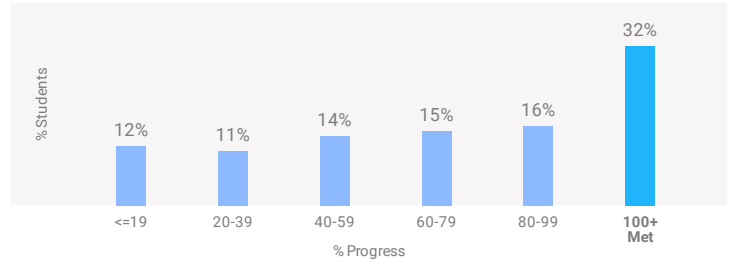
## Current Placement Distribution



## Distribution of Progress to Annual Typical Growth



## Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

English Learner

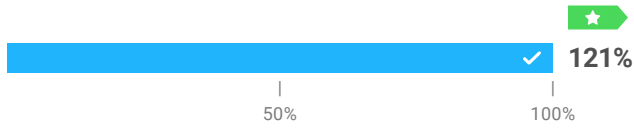
Showing 3 of 3

All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - English Learner	131%	64%	74%	29%	63%	112/112
No - English Learner	116%	61%	75%	33%	61%	160/160
Not Reported	124%	74%	87%	36%	84%	61/61

**School** Watts Learning Center Elementary School  
**Subject** Reading  
**Academic Year** 2022 - 2023  
**Comparison Diagnostic** Final Diagnostic

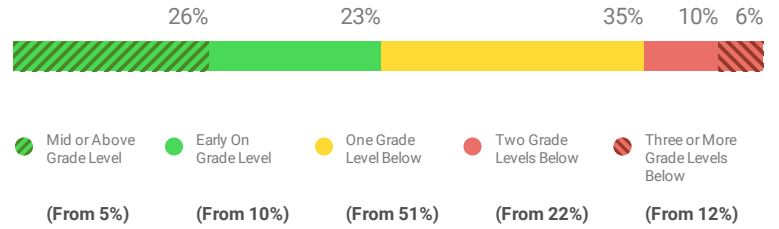
Students Assessed/Total: **333/333**

### Progress to Annual Typical Growth (Median)

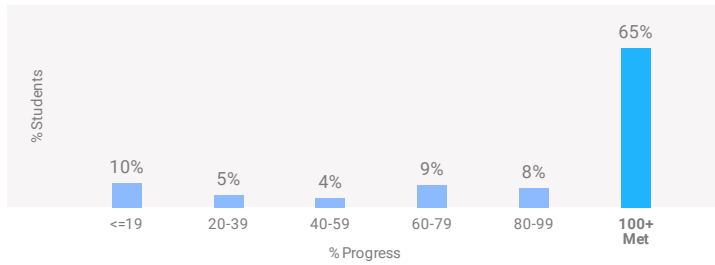


The median percent progress towards Typical Growth for this school is 121%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

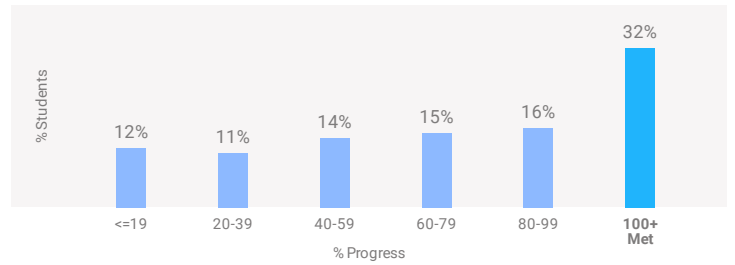
### Current Placement Distribution



### Distribution of Progress to Annual Typical Growth



### Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Hispanic or Latino

Showing 2 of 2

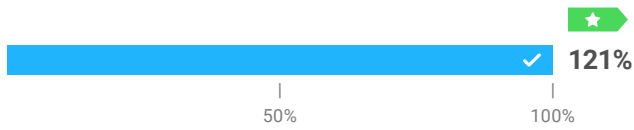
All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - Hispanic or Latino	131%	64%	78%	32%	66%	216/216
No - Hispanic or Latino	118%	65%	78%	32%	66%	117/117



School: Watts Learning Center Elementary School  
 Subject: Reading  
 Academic Year: 2022 - 2023  
 Comparison Diagnostic: Final Diagnostic

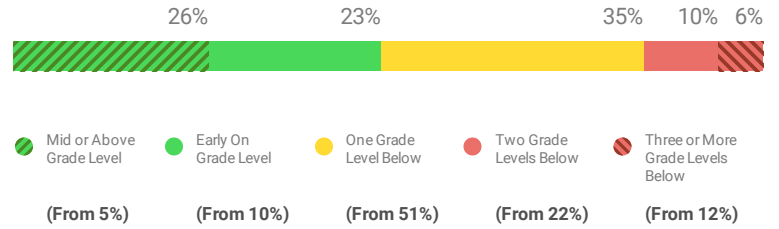
Students Assessed/Total: 333/333

### Progress to Annual Typical Growth (Median)

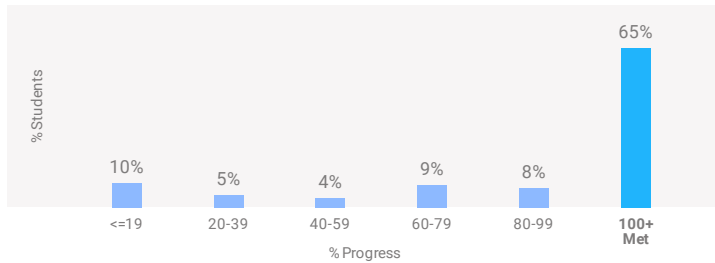


The median percent progress towards Typical Growth for this school is 121%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

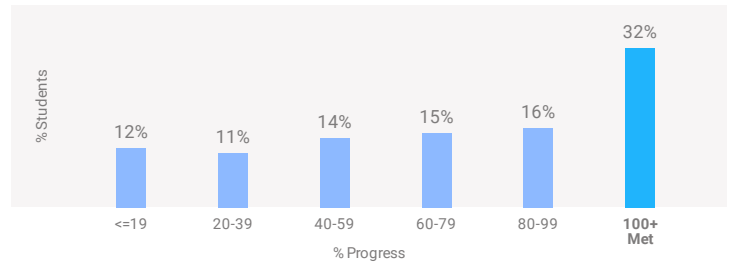
### Current Placement Distribution



### Distribution of Progress to Annual Typical Growth



### Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Race

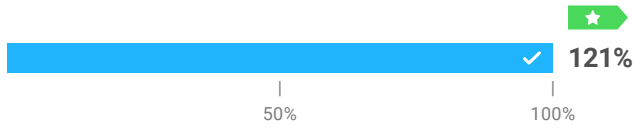
Showing 6 of 6

All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
American Indian or Alaska Native	[Redacted]					1/1
Asian	[Redacted]					1/1
Black or African American	114%	64%	76%	31%	66%	121/121
Native Hawaiian or Other Pacific Islander	[Redacted]					1/1
White	[Redacted]					1/1
Not Reported	131%	65%	79%	32%	65%	208/208

**School** Watts Learning Center Elementary School  
**Subject** Reading  
**Academic Year** 2022 - 2023  
**Comparison Diagnostic** Final Diagnostic

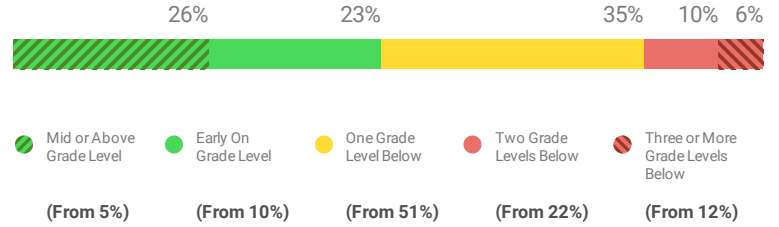
Students Assessed/Total: **333/333**

### Progress to Annual Typical Growth (Median)

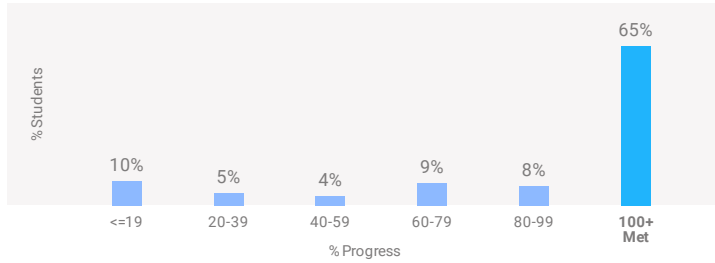


The median percent progress towards Typical Growth for this school is 121%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

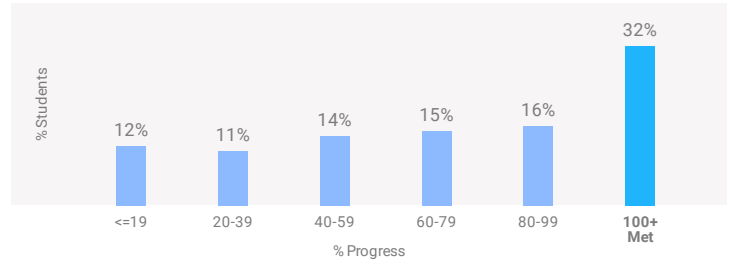
### Current Placement Distribution



### Distribution of Progress to Annual Typical Growth



### Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

### Economically Disadvantaged

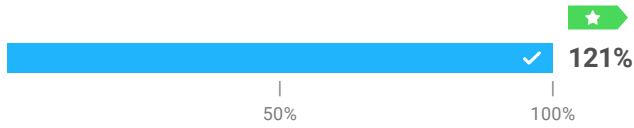
Showing 2 of 2

All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - Economically Disadvantaged	121%	64%	77%	31%	66%	319/319
No - Economically Disadvantaged	172%	79%	116%	57%	79%	14/14

School: Watts Learning Center Elementary School  
 Subject: Reading  
 Academic Year: 2022 - 2023  
 Comparison Diagnostic: Final Diagnostic

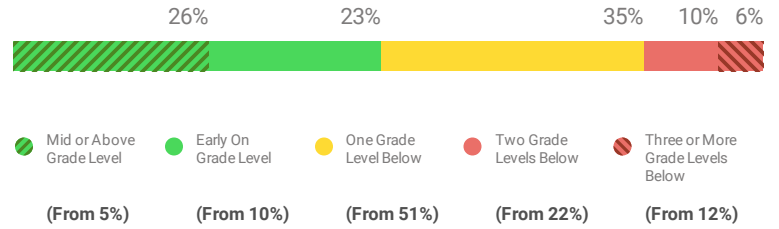
Students Assessed/Total: 333/333

### Progress to Annual Typical Growth (Median)

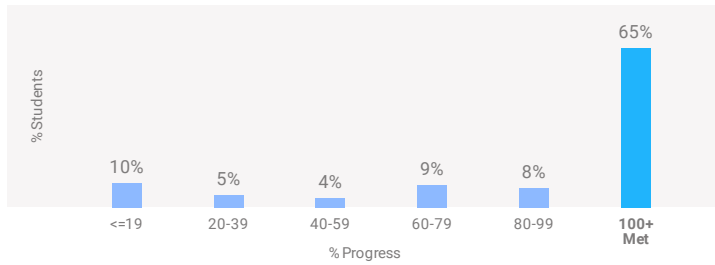


The median percent progress towards Typical Growth for this school is 121%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

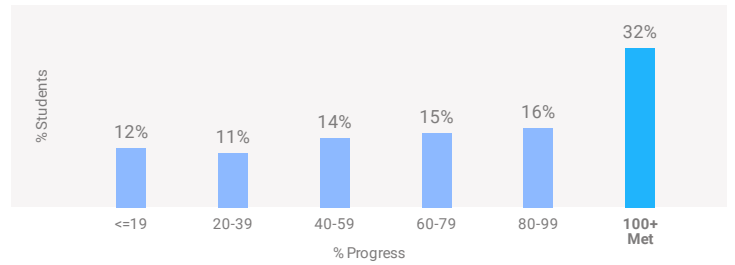
### Current Placement Distribution



### Distribution of Progress to Annual Typical Growth



### Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Special Education

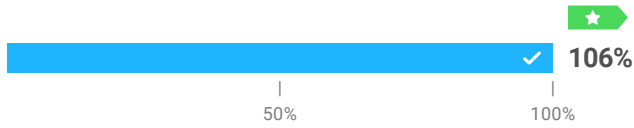
Showing 3 of 3

All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - Special Education	137%	73%	69%	27%	68%	37/37
No - Special Education	120%	61%	75%	31%	61%	235/235
Not Reported	124%	74%	87%	36%	84%	61/61

School: Watts Learning Center Elementary School  
 Subject: Math  
 Academic Year: 2023 - 2024  
 Comparison Diagnostic: Final Diagnostic

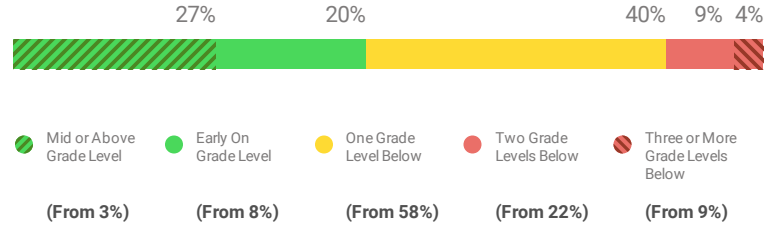
Students Assessed/Total: 339/339

## Progress to Annual Typical Growth (Median)

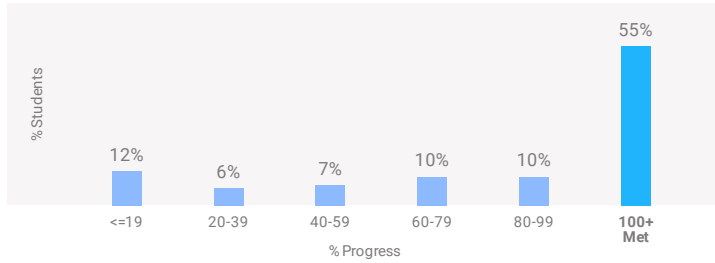


The median percent progress towards Typical Growth for this school is 106%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

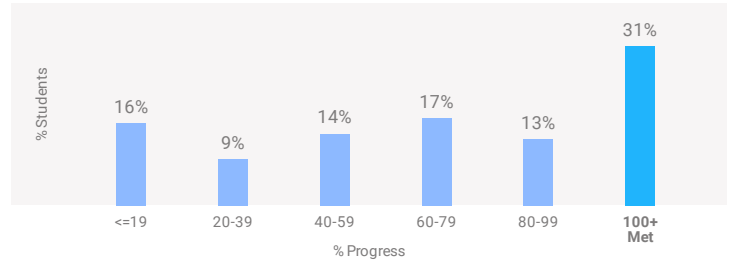
## Current Placement Distribution



## Distribution of Progress to Annual Typical Growth



## Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 6 of 6

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	104%	57%	82%	43%	73%	51/51
Grade 1	100%	56%	78%	39%	48%	54/54
Grade 2	89%	46%	61%	20%	66%	56/56
Grade 3	100%	53%	71%	22%	69%	59/59
Grade 4	143%	71%	88%	42%	78%	59/59

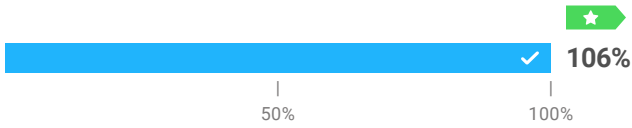
School Watts Learning Center Elementary School  
 Subject Math  
 Academic Year 2023 - 2024  
 Comparison Diagnostic Final Diagnostic

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	98%	50%	59%	23%	57%	60/60

School: Watts Learning Center Elementary School  
 Subject: Math  
 Academic Year: 2023 - 2024  
 Comparison Diagnostic: Final Diagnostic

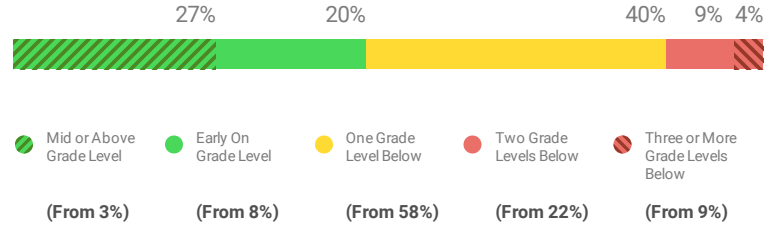
Students Assessed/Total: 339/339

### Progress to Annual Typical Growth (Median)

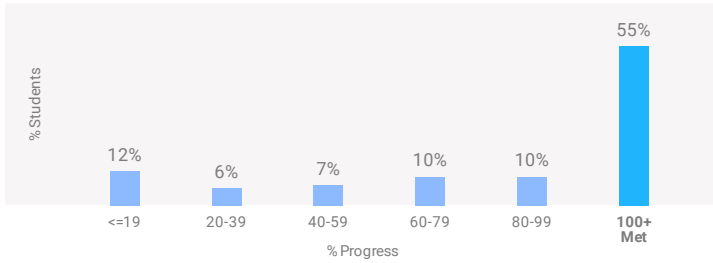


The median percent progress towards Typical Growth for this school is 106%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

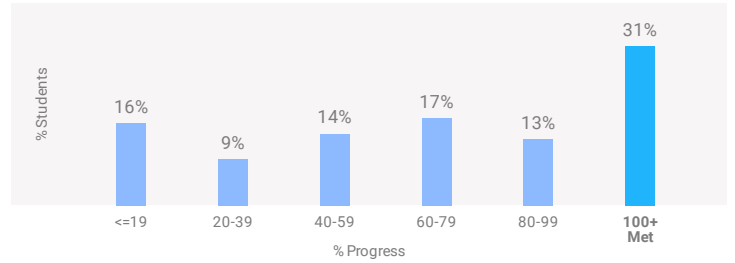
### Current Placement Distribution



### Distribution of Progress to Annual Typical Growth



### Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

English Learner

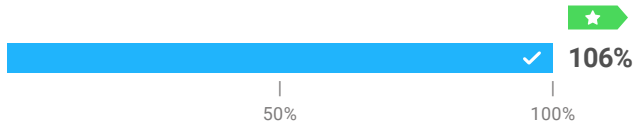
Showing 3 of 3

All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - English Learner	113%	60%	79%	33%	67%	108/108
No - English Learner	106%	54%	70%	28%	64%	191/191
Not Reported	95%	48%	72%	40%	65%	40/40

**School** Watts Learning Center Elementary School  
**Subject** Math  
**Academic Year** 2023 - 2024  
**Comparison Diagnostic** Final Diagnostic

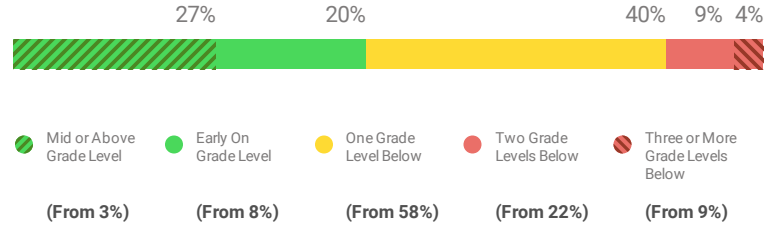
Students Assessed/Total: **339/339**

### Progress to Annual Typical Growth (Median)

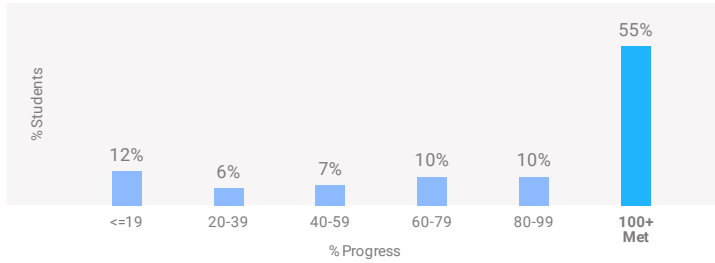


The median percent progress towards Typical Growth for this school is 106%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

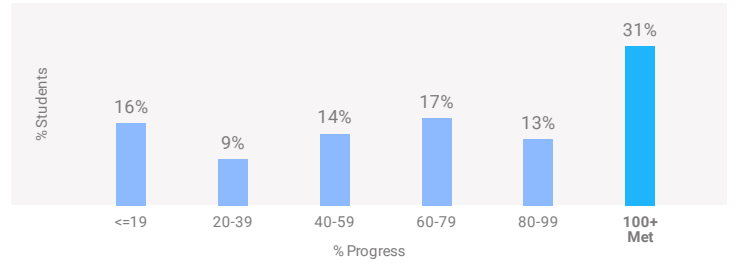
### Current Placement Distribution



### Distribution of Progress to Annual Typical Growth



### Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Hispanic or Latino

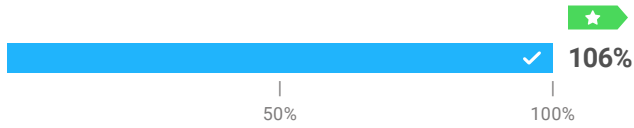
Showing 2 of 2

All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - Hispanic or Latino	115%	59%	79%	34%	66%	202/202
No - Hispanic or Latino	97%	50%	67%	28%	64%	137/137

**School** Watts Learning Center Elementary School  
**Subject** Math  
**Academic Year** 2023 - 2024  
**Comparison Diagnostic** Final Diagnostic

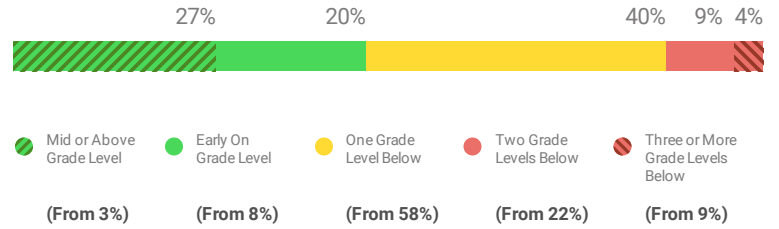
Students Assessed/Total: **339/339**

### Progress to Annual Typical Growth (Median)

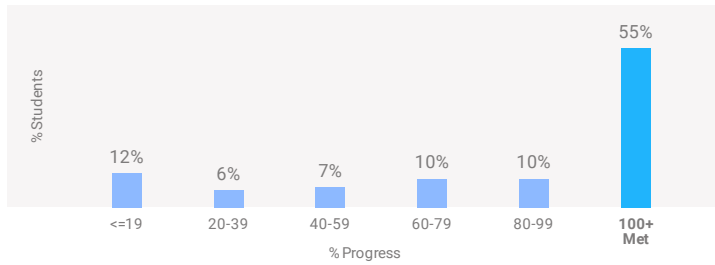


The median percent progress towards Typical Growth for this school is 106%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

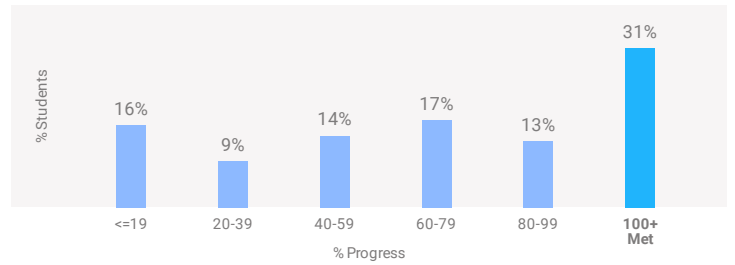
### Current Placement Distribution



### Distribution of Progress to Annual Typical Growth



### Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Race

Showing 5 of 5

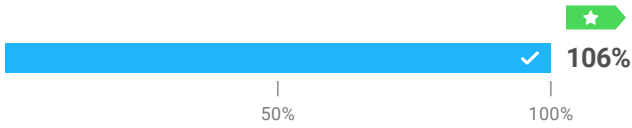
All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
American Indian or Alaska Native	[Redacted]					1/1
Asian	[Redacted]					1/1
Black or African American	97%	49%	67%	28%	62%	142/142
Native Hawaiian or Other Pacific Islander	[Redacted]					1/1
Not Reported	114%	59%	77%	33%	67%	194/194



**School** Watts Learning Center Elementary School  
**Subject** Math  
**Academic Year** 2023 - 2024  
**Comparison Diagnostic** Final Diagnostic

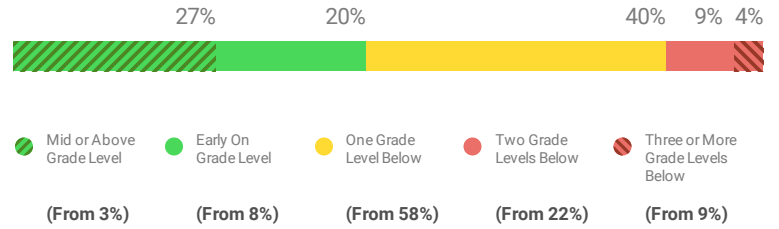
Students Assessed/Total: **339/339**

### Progress to Annual Typical Growth (Median)

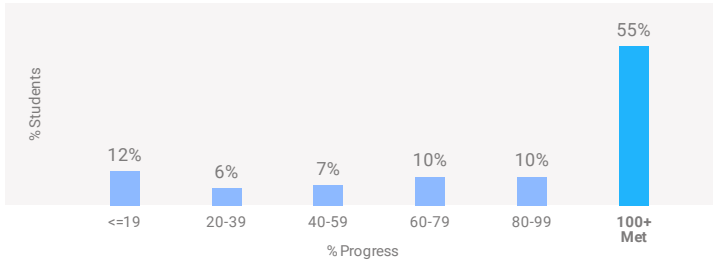


The median percent progress towards Typical Growth for this school is 106%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

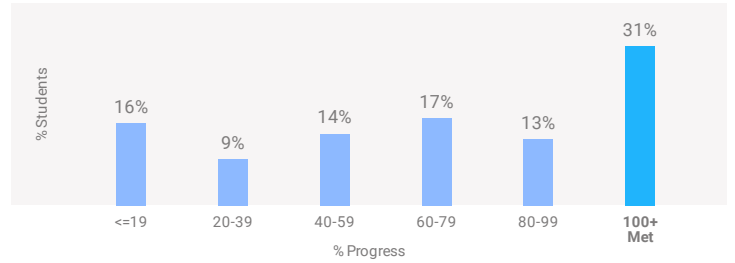
### Current Placement Distribution



### Distribution of Progress to Annual Typical Growth



### Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Economically Disadvantaged

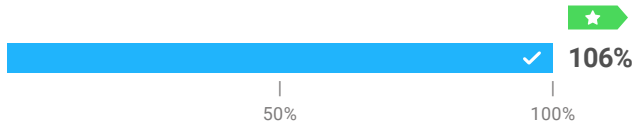
Showing 2 of 2

All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - Economically Disadvantaged	103%	54%	70%	30%	65%	319/319
No - Economically Disadvantaged	132%	80%	102%	55%	75%	20/20

School: Watts Learning Center Elementary School  
 Subject: Math  
 Academic Year: 2023 - 2024  
 Comparison Diagnostic: Final Diagnostic

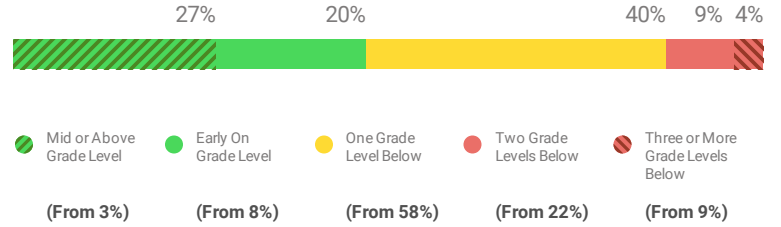
Students Assessed/Total: 339/339

### Progress to Annual Typical Growth (Median)

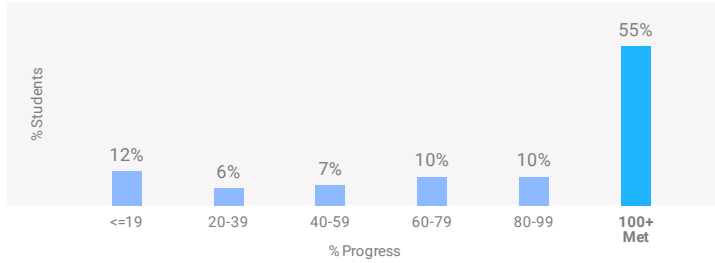


The median percent progress towards Typical Growth for this school is 106%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

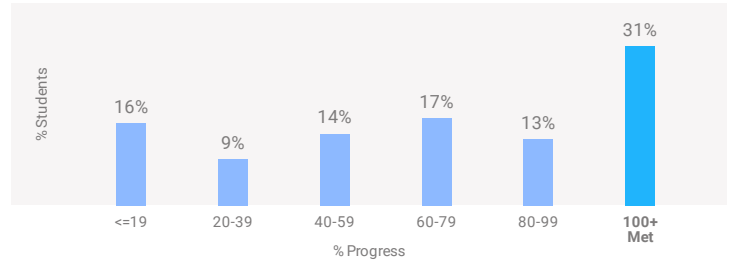
### Current Placement Distribution



### Distribution of Progress to Annual Typical Growth



### Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Special Education

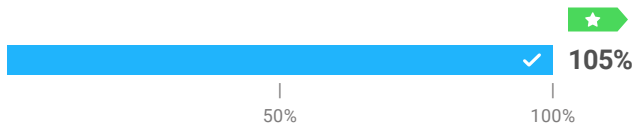
Showing 3 of 3

All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - Special Education	113%	55%	63%	30%	70%	33/33
No - Special Education	110%	57%	74%	30%	65%	266/266
Not Reported	95%	48%	72%	40%	65%	40/40

**School** Watts Learning Center Elementary School  
**Subject** Reading  
**Academic Year** 2023 - 2024  
**Comparison Diagnostic** Final Diagnostic

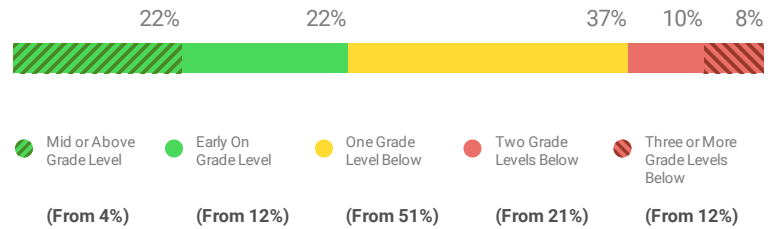
Students Assessed/Total: **339/339**

### Progress to Annual Typical Growth (Median)

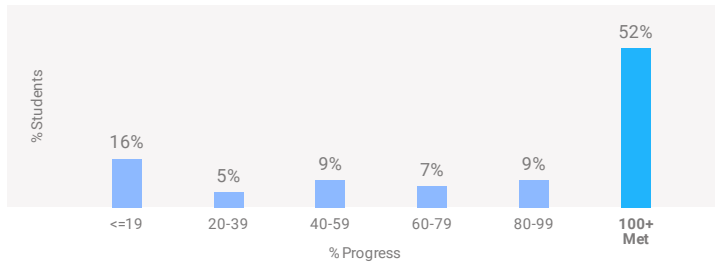


The median percent progress towards Typical Growth for this school is 105%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

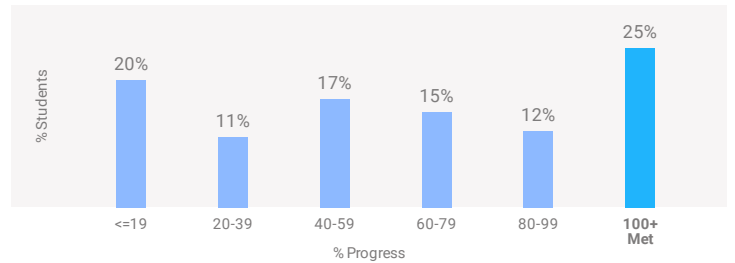
### Current Placement Distribution



### Distribution of Progress to Annual Typical Growth



### Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

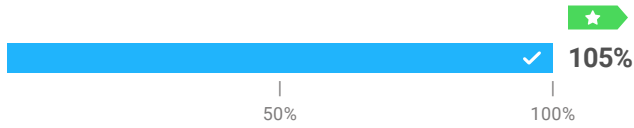
Showing 6 of 6

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	94%	45%	69%	25%	75%	51/51
Grade 1	83%	41%	60%	24%	44%	54/54
Grade 2	95%	48%	64%	25%	64%	56/56
Grade 3	111%	54%	59%	32%	61%	59/59
Grade 4	115%	66%	64%	22%	46%	59/59

**School** Watts Learning Center Elementary School  
**Subject** Reading  
**Academic Year** 2023 - 2024  
**Comparison Diagnostic** Final Diagnostic

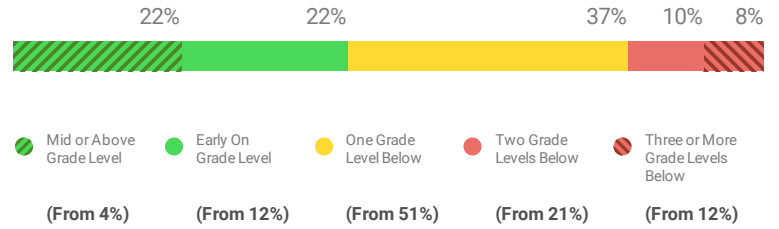
Students Assessed/Total: **339/339**

### Progress to Annual Typical Growth (Median)

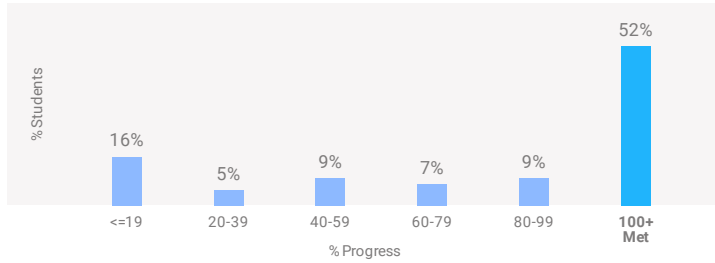


The median percent progress towards Typical Growth for this school is 105%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

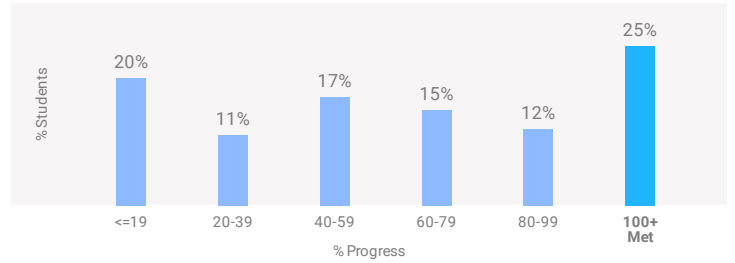
### Current Placement Distribution



### Distribution of Progress to Annual Typical Growth



### Distribution of Progress to Annual Stretch Growth®





Choose to Show Results By

English Learner

Showing 3 of 3

All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - English Learner	106%	54%	63%	26%	60%	108/108
No - English Learner	102%	52%	60%	24%	51%	191/191
Not Reported	100%	50%	74%	30%	70%	40/40

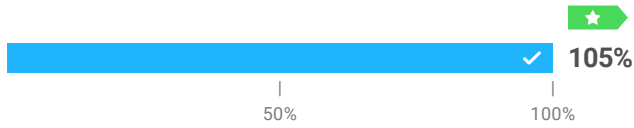
School Watts Learning Center Elementary School  
Subject Reading  
Academic Year 2023 - 2024  
Comparison Diagnostic Final Diagnostic

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	 110%	57%	 55%	23%	48%	60/60

**School** Watts Learning Center Elementary School  
**Subject** Reading  
**Academic Year** 2023 - 2024  
**Comparison Diagnostic** Final Diagnostic

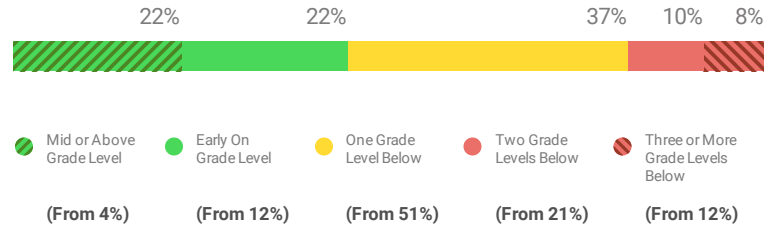
Students Assessed/Total: **339/339**

### Progress to Annual Typical Growth (Median)



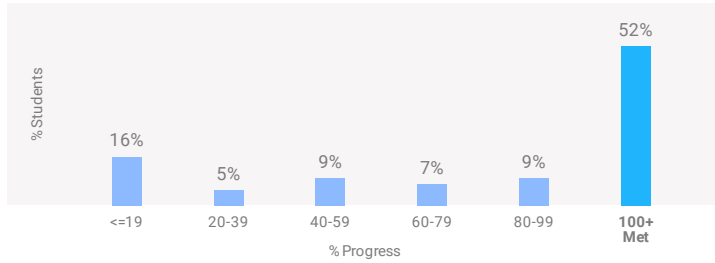
The median percent progress towards Typical Growth for this school is 105%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

### Current Placement Distribution

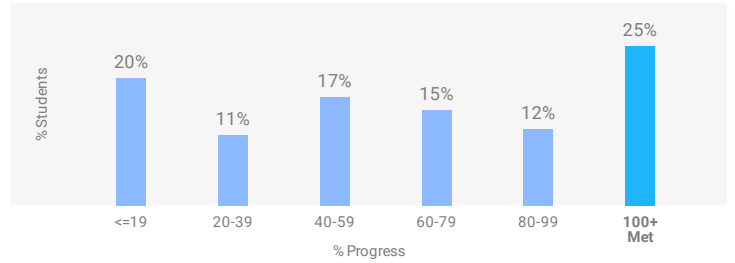


● Mid or Above Grade Level (From 4%)  
● Early On Grade Level (From 12%)  
● One Grade Level Below (From 51%)  
● Two Grade Levels Below (From 21%)  
● Three or More Grade Levels Below (From 12%)

### Distribution of Progress to Annual Typical Growth



### Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Hispanic or Latino

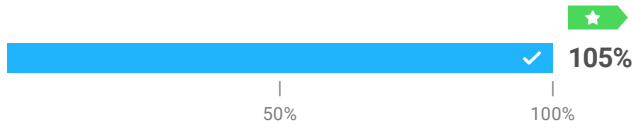
Showing 2 of 2

All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - Hispanic or Latino	109%	56%	64%	29%	58%	202/202
No - Hispanic or Latino	91%	46%	60%	20%	53%	137/137

**School** Watts Learning Center Elementary School  
**Subject** Reading  
**Academic Year** 2023 - 2024  
**Comparison Diagnostic** Final Diagnostic

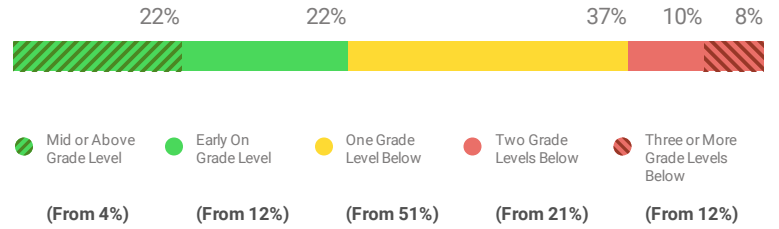
Students Assessed/Total: 339/339

### Progress to Annual Typical Growth (Median)

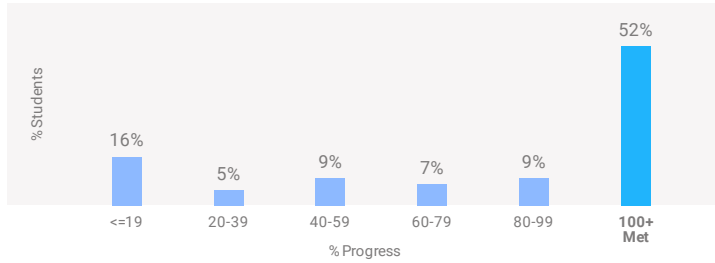


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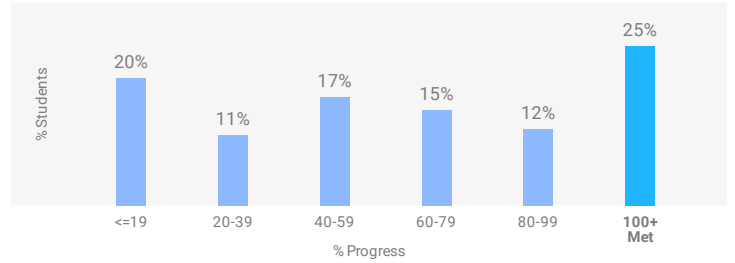
### Current Placement Distribution



### Distribution of Progress to Annual Typical Growth



### Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Race

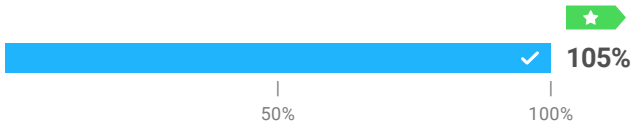
Showing 5 of 5

All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
American Indian or Alaska Native	[Redacted]					1/1
Asian	[Redacted]					1/1
Black or African American	89%	45%	60%	21%	54%	142/142
Native Hawaiian or Other Pacific Islander	[Redacted]					1/1
Not Reported	109%	57%	64%	28%	58%	194/194

**School** Watts Learning Center Elementary School  
**Subject** Reading  
**Academic Year** 2023 - 2024  
**Comparison Diagnostic** Final Diagnostic

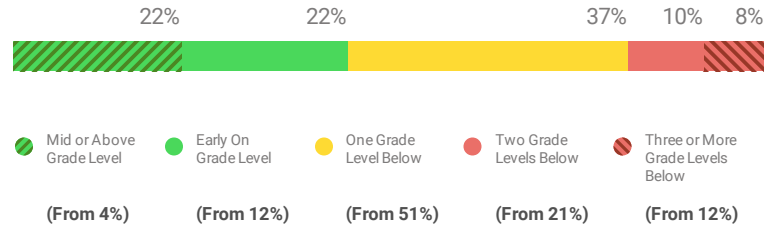
Students Assessed/Total: **339/339**

## Progress to Annual Typical Growth (Median)

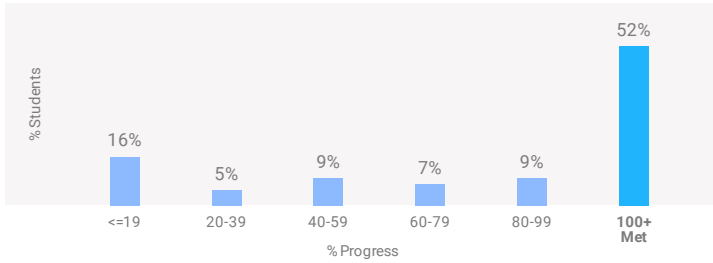


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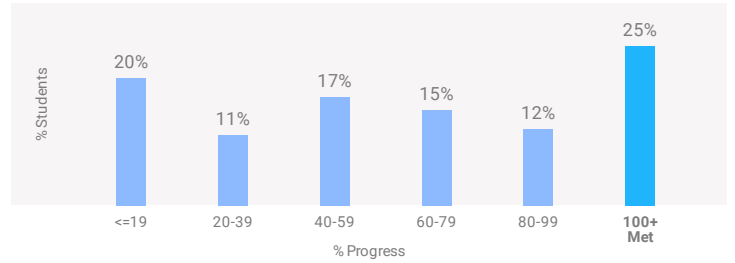
## Current Placement Distribution



## Distribution of Progress to Annual Typical Growth



## Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Economically Disadvantaged

Showing 2 of 2

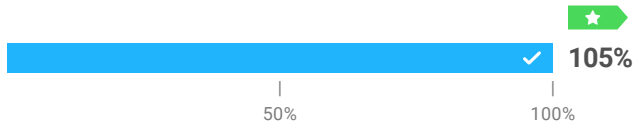
All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - Economically Disadvantaged	105%	53%	61%	25%	57%	319/319
No - Economically Disadvantaged	83%	40%	52%	25%	45%	20/20



**School** Watts Learning Center Elementary School  
**Subject** Reading  
**Academic Year** 2023 - 2024  
**Comparison Diagnostic** Final Diagnostic

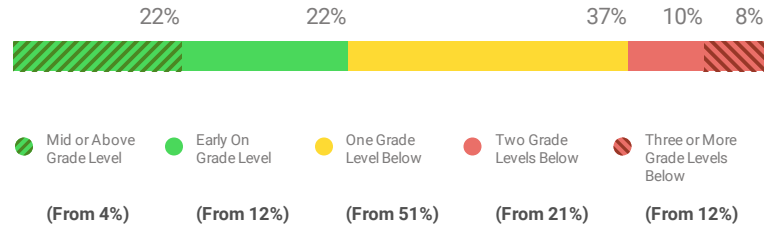
Students Assessed/Total: **339/339**

### Progress to Annual Typical Growth (Median)

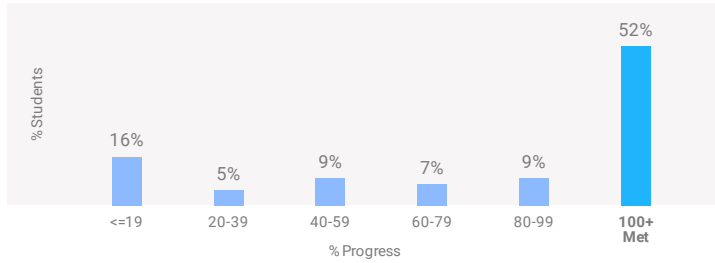


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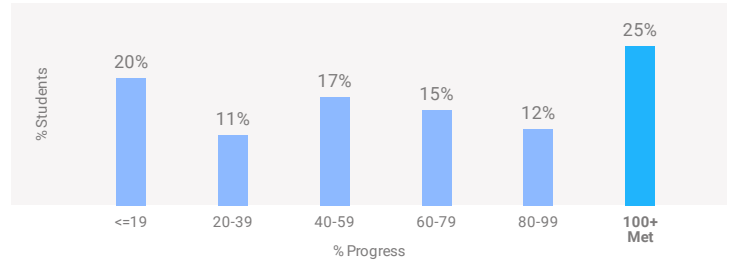
### Current Placement Distribution



### Distribution of Progress to Annual Typical Growth



### Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Special Education

Showing 3 of 3

All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - Special Education	123%	55%	60%	21%	55%	33/33
No - Special Education	105%	52%	61%	25%	54%	266/266
Not Reported	100%	50%	74%	30%	70%	40/40