

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Palo Verde Unified School District- SCALE Leadership Academy East

CDS Code: 33 67181 0138610

School Year: 2025-26

LEA contact information:

Chris Shockley

Executive Director

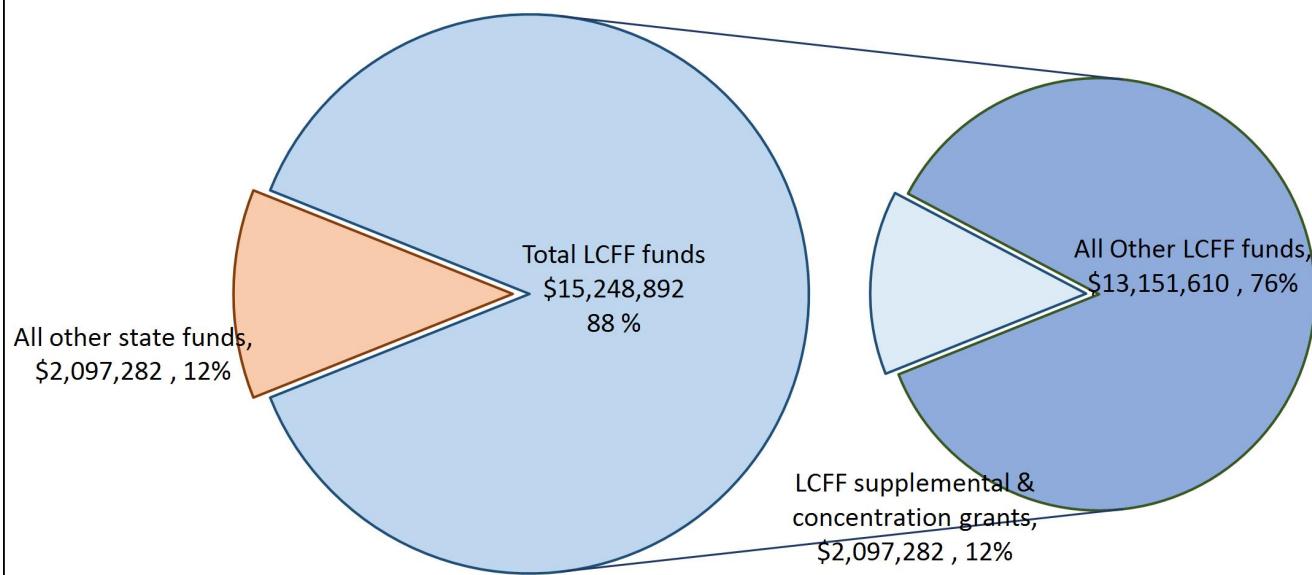
chris.shockley@scaleacademy.org

888-315-4660 ext. 104

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

Budget Overview for the 2025-26 School Year

Projected Revenue by Fund Source

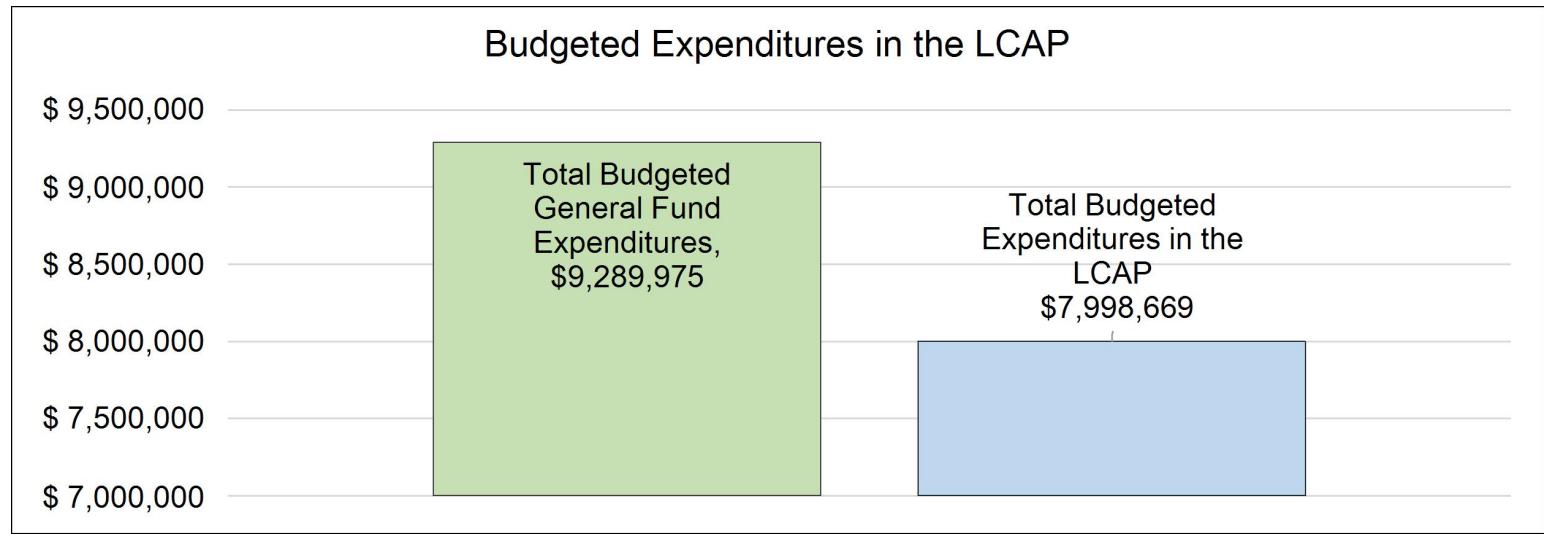


This chart shows the total general purpose revenue Palo Verde Unified School District- SCALE Leadership Academy East expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Palo Verde Unified School District- SCALE Leadership Academy East is \$17,346,174, of which \$15,248,892 is Local Control Funding Formula (LCFF), \$2,097,282 is other state funds, \$0 is local funds, and \$0 is federal funds. Of the \$15,248,892 in LCFF Funds, \$2,097,282 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Palo Verde Unified School District- SCALE Leadership Academy East plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Palo Verde Unified School District- SCALE Leadership Academy East plans to spend \$9,289,974.93 for the 2025-26 school year. Of that amount, \$7,998,668.93 is tied to actions/services in the LCAP and \$1,291,306.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

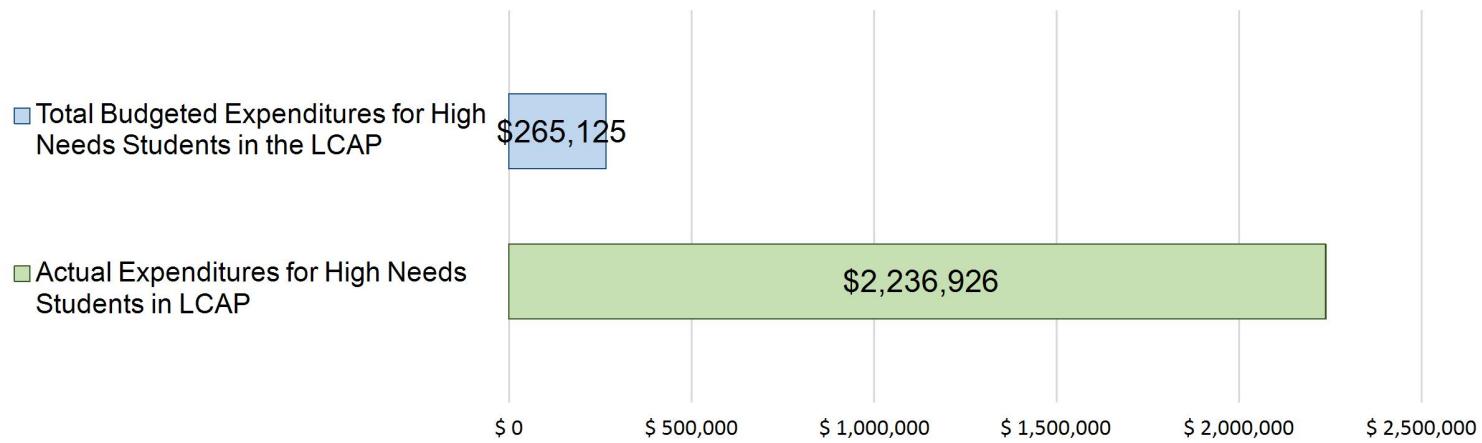
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Palo Verde Unified School District- SCALE Leadership Academy East is projecting it will receive \$2,097,282 based on the enrollment of foster youth, English learner, and low-income students. Palo Verde Unified School District- SCALE Leadership Academy East must describe how it intends to increase or improve services for high needs students in the LCAP. Palo Verde Unified School District- SCALE Leadership Academy East plans to spend \$2,097,282 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25

Prior Year Expenditures: Increased or Improved Services for High Needs Students



This chart compares what Palo Verde Unified School District- SCALE Leadership Academy East budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Palo Verde Unified School District- SCALE Leadership Academy East estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Palo Verde Unified School District- SCALE Leadership Academy East's LCAP budgeted \$\$265,124.66 for planned actions to increase or improve services for high needs students. Palo Verde Unified School District- SCALE Leadership Academy East actually spent \$\$2,236,925.69 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Palo Verde Unified School District- SCALE Leadership Academy East	Chris Shockley Executive Director	chris.shockley@scaleacademy.org 888-315-4660 ext. 104

Plan Summary [2025-26]

General Information

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

SCALE Leadership Academy East is a non-classroom-based, independent study public charter school serving 1,481 students in grades Transitional Kindergarten through 12. The school supports a diverse student body residing across Riverside, Orange, San Bernardino, Imperial, and San Diego counties. The approximate demographics of our student population reflect a broad range of educational needs:

42% are identified as socially and economically disadvantaged

17.69% are English learners

7.36% receive special education services

5.13% are experiencing homelessness

5% are foster youth

For the 2024–25 school year, SCALE Leadership Academy East employed 66 certificated and 23 classified staff members, along with one temporary classified employee.

Vision Statement

SCALE Leadership Academy East is committed to an educational model grounded in accountability, diversity, leadership, and learning. We believe that all students can excel when held to high expectations and supported with personalized learning. Our non-traditional model combines online instruction, self-directed learning, and project-based curriculum. Students benefit from extended instructional time, robust teacher support, and access to electives including college and career readiness and technology integration. Each student begins the year with a customized, flexible learning program aligned to their academic and personal goals.

Mission Statement

The mission of SCALE Leadership Academy East is to provide a TK–12 independent study public charter school that prepares students for long-term success. Through an Individualized Learning Plan (ILP), each student receives academic and emotional support tailored to their specific needs. Our aim is to cultivate students who:

Perform at their personal best and recognize their strengths

Apply technology and problem-solving skills to real-world challenges

Communicate effectively and demonstrate readiness for college or career pathways

Embrace leadership and civic responsibility as 21st-century learners

Reflections: Annual Performance

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

SCALE Leadership Academy East has continued to make progress in several key performance areas, as evidenced by the California School Dashboard. Chronic absenteeism improved by 9.8%, graduation rates increased by 2%, and the College/Career Indicator rose significantly by 27.4%, with 40.5% of students classified as prepared. Additionally, English Language Progress increased by 2%, affirming the impact of targeted instructional strategies.

However, the Dashboard also highlighted critical areas in need of focused intervention. English learners experienced a 17-point decline in English Language Arts (ELA), placing them in the Red performance level. Similarly, African American students and students with disabilities (SWD) scored in the Red performance level for Math, with African American students declining to a DFS of -120.3.

To address these disparities, SCALE Leadership Academy East has developed specific goals, metrics, and actions supported by the Learning Recovery Emergency Block Grant (LREBG). Although the LREBG funds have not yet been expended, they are allocated to targeted interventions that align with student needs identified in both state and local data:

Goal 2, Action 2.4 (English Learners): LREBG funds will support the Targeted ELL Support and Growth Initiative, which includes differentiated instruction, structured language development, and designated ELD time. These supports aim to improve achievement for EL students in both Math and ELA.

Goal 3, Action 3.10 (Students with Disabilities): LREBG funds will be used to implement specialized instruction for SWD, including evidence-based strategies, adaptive technology, and targeted math interventions to close persistent learning gaps.

Goal 3, Metric 3.23 (African American Students in Math): LREBG will support small-group math interventions, culturally responsive pedagogy, and professional development, aligned to a new LCAP metric targeting a +10 point DFS improvement in Math during the 2025–26 school year.

Goal 3, Metric 3.24 (English Learners in Math): LREBG will also support a new math metric for English learners, focused on providing intensive academic supports with the goal of improving Math DFS by +15 points during the 2025–26 school year.

These targeted efforts align with LREBG's allowable uses for learning acceleration and addressing the academic impact of COVID-19, particularly for historically underserved student groups. SCALE East remains committed to closing equity gaps and supporting continuous growth through strategic, data-driven action.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

SCALE Leadership Academy East, a non-classroom-based independent study charter school, has made significant strides in improving graduation rates. SCALE met the criteria in 23-24 to exit Comprehensive Support and Improvement (CSI) status. This achievement is a testament to the dedicated efforts of our staff, students, and community partners in fostering an environment conducive to academic success.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents, Teachers, School Board Members, Students, Community Partners, School Staff, District	<p>SSCALE Leadership Academy East prioritizes the meaningful engagement of educational partners throughout the school year. Our core educational partners include parents, students, teachers, administrators, school board members, and community organizations. Engagement is structured, ongoing, and responsive to feedback, ensuring that input from our stakeholders informs the development and refinement of the Local Control and Accountability Plan (LCAP).</p> <p>Engagement Methods and Strategies</p> <p>To foster effective collaboration, we use the following methods:</p> <p>Surveys are administered at multiple points during the year to collect input on school priorities, student needs, and satisfaction with programs.</p> <p>Email communications keep partners informed of engagement opportunities, key developments, and follow-up on previous input.</p> <p>Scheduled meetings include weekly staff discussions, monthly stakeholder meetings, and quarterly community forums to review goals, progress, and areas of need.</p> <p>Focused agendas guide discussions around critical topics such as academic achievement, equity, safety, and resource allocation.</p>

Educational Partner(s)	Process for Engagement
	<p>Feedback Loop and Action Planning</p> <p>All stakeholder feedback is systematically reviewed and categorized by theme. A dedicated review team analyzes input from surveys and meetings to identify trends and actionable insights. This analysis informs the development of action plans with specific objectives, timelines, assigned responsibilities, and required resources. Plans are implemented with continuous monitoring, and progress is shared during monthly updates. Stakeholders are regularly invited to provide additional input to refine strategies and ensure alignment with student needs.</p> <p>Alignment with Mission and Vision</p> <p>Our stakeholder engagement process is grounded in our mission to support students through individualized learning plans (ILPs) and our commitment to nurturing the whole child—academically, socially, and emotionally. The engagement process also reflects our vision of maintaining high expectations and robust support systems. Themes of accountability, diversity, leadership, and continuous learning are embedded in all engagement efforts.</p> <p>This comprehensive and responsive approach ensures that our educational partners are not only informed, but influential in shaping our LCAP priorities and ensuring equitable outcomes for all students.</p>

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

SCALE Leadership Academy East places significant emphasis on incorporating educational partner feedback into the development of our Local Control and Accountability Plan (LCAP). Stakeholders—including parents, students, teachers, school staff, and board members—play an essential role in shaping school goals and guiding resource allocation. This inclusive process ensures that the LCAP remains responsive to student needs and grounded in community values.

Feedback was gathered through multiple structured methods, including School Site Council meetings, school climate surveys, parent and student surveys, teacher feedback instruments, and collaborative discussions with the school board and district leadership. Each of these sources provided actionable input that informed several key areas of our LCAP.

In response to concerns about attendance, educational partners emphasized the need for more targeted strategies to reduce chronic absenteeism. This feedback led to enhancements in our attendance initiatives, contributing to a 9.8% decline in chronic absenteeism. Stakeholder input also highlighted the importance of supporting students' social-emotional well-being, prompting refinements to our Multi-Tiered System of Supports (MTSS) and Social-Emotional Learning (SEL) programs—contributing to our continued 0% suspension rate.

Instructional improvement was a consistent theme across surveys and meetings. Feedback guided the adoption of standards-aligned, data-driven practices in English Language Arts (ELA) and Mathematics. In ELA, we implemented targeted interventions aligned with state standards, while in mathematics, we expanded support for struggling students through differentiated instruction and innovative teaching methods.

Feedback focused on English learner achievement highlighted the need for robust, differentiated strategies. These insights shaped instructional decisions and contributed to a 2% increase in English Language Progress. Similarly, discussions about graduation support emphasized early interventions and progress monitoring, leading to a 2% increase in the graduation rate.

Stakeholders also identified the need to expand college and career readiness opportunities. In response, we enhanced our Career Technical Education (CTE) pathways and related support systems, contributing to a 27.4% increase in the College and Career Indicator (CCI), with 40.5% of students classified as prepared.

Parent engagement emerged as a key priority. Based on feedback, we implemented additional strategies to strengthen family-school partnerships, including regular communication, workshops, and inclusive school events—designed to empower parents and increase their involvement in their children's educational journey.

By thoughtfully analyzing and acting upon feedback from all educational partners, SCALE Leadership Academy East ensures that our LCAP reflects not only statutory priorities but also the shared values and aspirations of our school community. This collaborative process supports continuous improvement and equitable outcomes for all students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	SCALE Leadership Academy - East will sustain appropriate conditions for learning inclusive of: (1) remaining compliant with Williams requirements: (i) appropriate teacher assignment, (ii) sufficient instructional materials, and (iii) facilities in good repair. (2) ensuring pupils have access to, and are enrolled in, a broad course of study that includes core subject areas (i.e., English, mathematics, social science, science, visual and performing arts, health, physical education, career and technical education, etc.), including the programs and services developed and provided to economically disadvantaged pupils, English learners, foster youth, and individuals with exceptional needs.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

LEA has selected this maintenance goal, as our baseline data indicates we fully meet these requirements at full implementation and our current systems are sustainable.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	100% of teachers will be fully credentialed and appropriately assigned.	98% of teachers will be fully credentialed and appropriately assigned.	Scale Leadership Academy - East continues to uphold its commitment to ensuring that 100% of classroom teachers are fully credentialed and appropriately assigned. While the 2023–24 monitoring report		100% of teachers will be fully credentialed and appropriately assigned.	The current outcome of 100% of teachers being fully credentialed and appropriately assigned reflects a 2% improvement from the baseline of 98%, demonstrating progress toward full alignment with state credentialing

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>identified five misassignments—primarily within general education and Career Technical Education—the overwhelming majority (over 99%) of teaching assignments were compliant. The LEA did not report any vacancies, reflecting strong recruitment and retention practices.</p> <p>To support full credentialing alignment, the school implements proactive credentialing audits and assignment reviews at multiple points throughout the year. These systems ensure early detection and resolution of credentialing discrepancies, demonstrating a strong internal commitment to</p>			and assignment standards.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			meeting both state and federal standards. This outcome aligns directly with the school's LCAP goal to maintain appropriate conditions for learning and complies with Priority 1 metrics under the California Education Code.			
1.2	100% of students will have standards-aligned instructional materials.	100% of students will have standards-aligned instructional materials.	SCALE Leadership Academy - East ensures that all students have uninterrupted access to standards-aligned instructional materials across all subject areas. Instructional resources include a robust suite of digital platforms such as Acellus, Renaissance, Google Classroom, MyOn, Freckle, and Exact Path, along with supplemental		100% of students will have standards-aligned instructional materials.	There is no change from the baseline, as the school continues to ensure that 100% of students have access to standards-aligned instructional materials, maintaining consistent compliance with Priority 1 requirements.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>curriculum-aligned materials used for both core and intervention instruction. This approach is especially critical in supporting the school's independent study model.</p> <p>To maintain this level of access, the school conducts ongoing monitoring of instructional material distribution and digital access. Staff feedback, student input, and family engagement are leveraged to quickly identify and resolve any access barriers. These efforts support sustained compliance with Williams Act requirements and demonstrate the LEA's commitment to providing equitable learning</p>			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			opportunities for all students.			
1.3	School will pass the school safety evaluation with 80% accuracy	School will pass the school safety evaluation with 80% accuracy	SCALE Leadership Academy - East conducted comprehensive facility safety inspections in collaboration with the local Fire Department. All findings were documented and reviewed by the site safety team. The school maintained compliance with critical safety standards, particularly those related to facility upkeep, emergency preparedness, and hazard mitigation. Improvement plans were created in response to inspection results and prioritized based on urgency and potential impact. These plans included		School will pass the school safety evaluation with 80% accuracy	The school exceeded the baseline goal of passing the school safety evaluation with 80% accuracy by achieving full compliance with safety standards. This improvement reflects successful implementation of inspection-based improvement plans, ongoing staff training, and proactive facility maintenance.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			targeted resource allocations to address identified needs. Ongoing safety training was delivered to staff to reinforce best practices and emergency response protocols. Additionally, follow-up inspections and continuous feedback loops were implemented to evaluate and adjust safety interventions, ensuring sustained facility readiness and student safety.			
1.4	100% of staff will complete Safe School training, CPR and First Aid.	100% of staff will complete Safe School training, CPR and First Aid.	SCALE Leadership Academy - East has achieved full compliance in staff training and certification requirements. All staff members have completed mandated Safe Schools training, as well as CPR and First Aid		100% of staff will complete Safe School training, CPR and First Aid.	There is no difference from the baseline as the school achieved its target of 100% staff completion of Safe Schools training, CPR, and First Aid certification. This outcome reflects sustained implementation of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>certification. The Human Resources department is actively verifying certifications and ensuring documentation is current. For new hires, Safe Schools training modules are assigned with designated completion deadlines to ensure timely onboarding.</p> <p>Progress is being closely tracked through internal monitoring systems to maintain a safe and responsive school environment. This high level of staff preparedness supports the LEA's ongoing commitment to student safety, emergency readiness, and adherence to foundational</p>			safety protocols and continued commitment to staff preparedness.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			standards under Priority 1: Basic Services.			
1.5	100% of Students have access to and are enrolled in a broad course of study (Social Science, Science, Health, PE, VAPA, World Language).	100% of Students have access to and are enrolled in a broad course of study (Social Science, Science, Health, PE, VAPA, World Language).	SCALE Leadership Academy - East ensures that all students are enrolled in a comprehensive course of study that meets California state requirements and supports both academic and personal growth. Students participate in core academic subjects—English, mathematics, science, and social science—while also having access to physical education, visual and performing arts (VAPA), and world language options. The school maintained 100% access to a broad		100% of Students have access to and are enrolled in a broad course of study (Social Science, Science, Health, PE, VAPA, World Language).	There is no difference from the baseline, as the school maintained 100% student access and enrollment in a broad course of study, including social science, science, health, physical education, visual and performing arts (VAPA), and world languages. This reflects sustained commitment to providing comprehensive educational experiences aligned with state priorities.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			course of study for all students during the academic year. Continuous efforts in course expansion, proactive counselor support, and integration of student feedback have helped refine offerings and strengthen student engagement. This commitment aligns with Priority 7 and reflects the school's dedication to equitable and well-rounded educational opportunities.			

Goal Analysis [2024-25]

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

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

In the 2023–24 school year, SCALE Leadership Academy - East successfully implemented key actions aligned with the goal of maintaining appropriate conditions for learning and ensuring access to a broad course of study. These actions addressed teacher credentialing, instructional materials access, facilities maintenance, and academic course offerings.

Implementation of Actions:

Teacher Credentialing and Assignment: The school achieved near-full compliance with credentialing standards. Out of 672 assignments reviewed, five misassignments were identified. The administration team worked with affected staff to resolve these issues promptly and minimize disruption to students.

Instructional Materials: All students had continuous access to standards-aligned materials, including digital platforms and core curriculum resources. Systems were in place to verify sufficiency and ensure alignment with grade-level standards.

Facilities in Good Repair: The school passed safety inspections conducted in collaboration with the local fire department. Identified hazards were addressed through targeted maintenance efforts, and ongoing training reinforced safety protocols.

Broad Course of Study: Counselors ensured that 100% of students were enrolled in a comprehensive course of study that included core academic subjects and electives such as PE, VAPA, and World Language. Student scheduling was personalized based on need and interest.

Challenges:

A key challenge involved managing credentialing compliance timelines, particularly when addressing misassignments.

Supporting digital access for all students in the independent study model required continual monitoring and technical support.

Successes:

Maintained 100% access to instructional materials and a broad course of study.

Addressed facility concerns promptly, leading to a safe learning environment.

Increased staff compliance with required safety training and certifications.

Positive feedback from families regarding course availability and flexibility.

Substantive Differences:

There were no substantive deviations from the planned actions as outlined in the 2023–24 LCAP. Minor adjustments were made in staffing and scheduling to address unforeseen credentialing gaps and to expand access to elective courses based on student feedback.

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

There were no material differences between the budgeted expenditures and the estimated actual expenditures for actions associated with this goal. Funding was allocated as planned to support credentialed staffing, procurement of instructional materials, facilities maintenance, and counselor services for course planning.

All actions were implemented as described, and actual costs aligned closely with projections due to consistent staffing levels, stable material costs, and no unforeseen facilities repairs. Similarly, the Planned Percentage of Improved Services matched the Estimated Actual Percentage, as there were no carryover funds or significant changes to LCFF Supplemental and Concentration Grant allocations.

If minor underspending occurred in any category, the unspent funds were redistributed toward additional instructional support and elective course expansion to benefit all student groups, including unduplicated pupils.

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

The actions implemented to support appropriate conditions for learning and access to a broad course of study were effective in making measurable progress toward the goal.

Credentialing and Assignment: The action to employ fully credentialed and appropriately assigned teachers was effective, with over 99% compliance achieved. The few identified misassignments were addressed promptly, demonstrating strong monitoring and corrective systems.

Instructional Materials Access: Actions related to providing standards-aligned materials were fully effective, ensuring 100% of students had access to necessary instructional content, including through digital platforms supporting independent study.

Facilities in Good Repair: The school maintained a safe learning environment with facilities in good repair, as verified through safety inspections. Facility maintenance and staff training actions contributed to this outcome.

Broad Course of Study: Student access to a well-rounded course of study was successfully sustained. Counselors ensured students were enrolled in all required subject areas and had access to electives, demonstrating the effectiveness of personalized scheduling and academic guidance.

Collectively, these actions supported strong alignment with State Priorities 1 and 7 and contributed to improved student access, safety, and engagement. No actions were deemed ineffective, and all were implemented with fidelity to the adopted LCAP.

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

2023–24 School Year

Based on the reflection and analysis of implementation during the 2023–24 school year, only minor adjustments have been made to the goal, metrics, and actions for the upcoming year.

Teacher Credentialing: While the misassignment rate was low, the Administration team will implement earlier credential audits and collaborate more closely with hiring managers to verify assignments before the start of the academic year.

Instructional Materials: No changes were made, as current systems are ensuring 100% access; however, the school will explore additional tools for real-time tracking of digital resource usage, particularly for independent study students.

Facilities Maintenance: In response to staff feedback, the school will expand its preventive maintenance schedule to minimize disruptions and address facility needs more proactively.

Broad Course of Study: To better support student interest and engagement, the school will pilot new elective offerings based on student feedback collected during the spring term. Counselors will also incorporate more frequent schedule reviews to ensure access equity across all student groups.

These adjustments reflect the school's ongoing commitment to data-informed improvement and to maintaining compliance with LCFF priorities while enhancing the student learning experience.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher Certification	Teacher Certification- Teachers must be fully credentialed or in a program within a specific timeline to complete certification. Any teachers who are missing any items will complete waivers, and or take additional coursework for certification. Teachers with new credentials, will be sponsored through the induction program after a minimum hours/years teaching and with SCALE.	\$2,206,770.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Standards aligned curriculum	Providing digital access to all students enrolled through Acellus, Renaissance Learning. Provided all students at their request physical copies of school materials. Provided all families with their requested Wi-Fi Access and computers.	\$100,835.00	No
1.3	Safety Compliance	To ensure the school passes the safety evaluation with 80% accuracy, we will continue to utilize our trained inspection teams and follow a quarterly inspection schedule. Using standardized checklists, we will document facility conditions and report findings. Based on these findings, we will develop and implement improvement plans, allocating necessary resources for repairs. Regular communication with stakeholders and ongoing safety training for staff and students will support a culture of safety. Follow-up inspections and feedback will ensure the effectiveness of our actions.	\$46,757.00	No
1.4	Safety Compliance Training	Staff will complete the required Vector Solutions training modules, including comprehensive courses on CPR and First Aid. This ensures that all staff members are fully equipped with the necessary skills and knowledge to provide a safe and supportive environment for our students.	\$126,403.00	No
1.5	Student access to a broad course of study including core subjects and enrichment subject matter	All students enrolled in courses appropriately inclusive of a Broad Course of Study. Expanding the growth of our CTE program and the credentialing of our CTE teachers.	\$1,060,699.00	No
1.6	Broad Course of Study & Support Services for	Students and families who have identified exceptional and or other educational needs access alternative standards aligned resources and enrichment.	\$1,682,978.00	No

Action #	Title	Description	Total Funds	Contributing
	Extraordinary or Atypical Needs.			

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	SLA East will maintain full implementation of the adopted academic content and performance standards set by the State Board of Education. Over the next three years, we will focus on continuous improvement by initially meeting 50% of our metrics and progressing to 100% over the three-year cycle, ensuring that programs and services enable English learners to access both the Common Core academic content standards and the English Language Development standards.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The LEA selected this Maintenance of Progress Goal to ensure the ongoing and consistent implementation of the adopted academic content and performance standards. This goal aims to uphold and enhance equity and access for English Learners (ELs) in alignment with State and Federal requirements. By focusing on continuous improvement and tracking progress over a three-year cycle, the LEA is committed to maintaining high standards while progressively achieving full compliance with all metrics. This approach ensures that all students, particularly ELs, receive the support they need to access and succeed in the Common Core academic content standards and the English Language Development standards as well as demonstrate proficiency and progress towards mastery and language acquisition.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	100% of SLA teachers will be trained to implement all CA standards including how EL's will access the	100% of SLA teachers will be trained to implement all CA standards including how EL's will access the	In 2023–24, 100 % of SLA teachers completed the required ELD trainings, meeting the metric.		100% of SLA teachers will be trained to implement all CA standards including how EL's completed the	There was no change from the baseline, since 100 % of SLA teachers completed the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CCSS and ELD standards.	CCSS and ELD standards.	SCALE Leadership Academy–East set a goal for 100% of teachers to complete foundational training on implementing California Standards, including how English Learners (ELs) access both the Common Core State Standards (CCSS) and the English Language Development (ELD) standards. In the 2023–24 school year, 100% of SLA teachers successfully completed the required ELD training, fully meeting the goal. This ensures all instructional staff are equipped to support ELs in accessing grade-level content through integrated and designated ELD strategies.		will access the CCSS and ELD standards.	required ELD trainings in 2023–24—exactly matching the 100 % goal from 2022–23. There was no change from the baseline, as 100% of SLA teachers completed the required ELD trainings in 2023–24—maintaining the 100% completion rate achieved in 2022–23 and meeting the established goal.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	100% of English Learners will be identified and enrolled in the EL Support Hybrid Program with a consistent engagement rate of 60%.	100% of English Learners will be identified and enrolled in the EL Support Hybrid Program with a consistent engagement rate of 26%.	SCALE Leadership Academy–East set a goal for 100 % of ELs to be enrolled in the EL Support Hybrid Program with 60 % engagement. In 2023–24, SCALE enrolled 100 % (185) of EL students in the EL Support Program. However, Rosetta Stone engagement was only 18 %, falling short of the 26 % baseline (and well below the 60 % goal). SCALE Leadership Academy–East set a goal for 100% of English Learners (ELs) to be enrolled in the EL Support Hybrid Program, with a target engagement rate of 60%. In 2023–24, all 185 EL students were successfully enrolled in the program, meeting the enrollment		100% of English Learners will be identified and enrolled in the EL Support Hybrid Program with a consistent engagement rate of 60%.	Rosetta Stone engagement dropped from a baseline of 26 % down to 18 % in 2023–24—an 8 percentage-point decrease. In other words, although all ELs were enrolled in the program (100 %), fewer logged into Rosetta Stone compared to last year's engagement rate. While SCALE Leadership Academy–East maintained full enrollment of ELs in the hybrid support program (100%), Rosetta Stone engagement declined by 8 percentage points from the 26% baseline to 18% in 2023–24. This highlights a continued opportunity for growth in engagement.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			portion of the goal. However, Rosetta Stone engagement averaged only 18%, falling short of both the 26% baseline and the 60% engagement target. This highlights the need for increased student support and accountability measures to improve consistent participation in the program.			Moving forward, targeted strategies will be implemented to increase consistent usage and support students in fully accessing the program's benefits.
2.3	SLA East will implement targeted support strategies for EL's to achieve a minimum of 15% growth in English language proficiency as measured by variety assessments including but not limited to teacher made assessments and benchmarks.	SLA East will implement targeted support strategies for EL's to achieve a minimum of 15% growth in English language proficiency as measured by variety assessments including but not limited to teacher made assessments and benchmarks.	SCALE Leadership Academy-East set a goal for at least 15 % of ELs to improve by one ELPAC performance level. In 2023–24, when we match on SSID and include only those ELs with valid Overall PL scores in both 2022–23 and 2023–24 (59 students), 29 of 59 (49.2 %) increased by at least one		SLA East will implement targeted support strategies for EL's to achieve a minimum of 15% growth in English language proficiency as measured by variety assessments including but not limited to teacher made assessments and benchmarks.	Our target was for at least 15 % of matched ELs to improve by one ELPAC level. In 2023–24, 49.2 % of that matched group did so—34.2 percentage points above the 15 % baseline. (Even if we consider the broader pool of 104 ELs, 51.9 % improved, still well over the 15 % goal.)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			level—well above our 15 % target. If we broaden the denominator to include all 104 ELs who had any valid placement code in 2022–23 (per the CDE dashboard), then 54 of 104 (51.9 %) improved at least one level. The difference between 59 versus 104 emerges because 45 ELs either were newcomers in 2023–24 (no 2022–23 record) or did not have a numeric “Overall PL” in 2022–23.			
2.4	50% of English Learners (ELs) will progress at least one English Learner Progress Indicator (ELPI) level OR maintain ELPI Level 4.	30% of English Learners (ELs) will progress at least one English Learner Progress Indicator (ELPI) level OR maintain ELPI Level 4	SCALE Leadership Academy–East set a goal for Spring 2024 that 50 percent of ELs would either advance one ELPAC level or remain at PL 4. In 2022–23 (baseline), 30 percent of ELs met that criterion. In 2023–24, among		50% of English Learners (ELs) will progress at least one English Learner Progress Indicator (ELPI) level OR maintain ELPI Level 4.	The baseline was 30 % of ELs progressing at least one ELPI level or maintaining PL 4. In 2023–24, 49.2 % of the matched EL group met that benchmark—19.2 percentage points above the 30 % baseline. Using the full 104-EL pool,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			the 59 ELs with valid ELPI scores in both years, 29 of 59 (49.2 percent) advanced or maintained PL 4—19.2 percentage points above the 30 percent baseline. When we include the broader pool of 104 ELs (all ELs who had any valid placement in 2022–23), 57 of 104 (54.8 percent) achieved this milestone—24.8 percentage points above baseline. The “59 vs. 104” difference exists because 45 ELs either were new arrivals in 2023–24 (no 2022–23 numeric placement) or did not have a listed numeric PL in 2022–23.			54.8 % met the target, which is 24.8 percentage points above baseline.
2.5	33% of EL pupils who maintained their current ELPI level, below level 4, will progress at least one English Learner	33% of EL pupils who maintained their current ELPI level, below level 4, will progress at least one English Learner	Metric 2.5 requires identifying those ELs who held the same performance level below 4 in		33% of EL pupils who maintained their current ELPI level, below level 4, will progress at	The baseline was 33 % of EL pupils who maintained a PL < 4 progressing at least one level.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Progress Indicator from the prior census.	Progress Indicator from the prior census.	2021–22/ 2022–23, then seeing how many of that group moved up one level in 2023–24. According to the 2022–23 dashboard, 21 ELs maintained a PL < 4 (from 2021–22), but because we lack student-level SSID data for 2021–22, we cannot isolate exactly which 21 ELs these were. In 2023–24, we see that 33 ELs (of our 59-match group) held a level < 4 and 54 ELs improved at least one level (if we include the full 104 EL dashboard cohort, 11 of 72 prior-year “maintained < 4” ELs improved in 2022–23, but we cannot directly track that same 21-student group into 2023–24). Therefore, while we know the		least one English Learner Progress Indicator from the prior census.	In Year 1 (2023–24), we cannot calculate a direct percentage for that same group because we lack the 2021–22 SSID roster needed to identify exactly which ELs held PL < 4. Therefore, we cannot determine the current difference from the 33 % baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			“maintained < 4” and “progressed” counts, we cannot compute the true 33 % figure for Year 1 without the 2021–22 SSID roster.			
2.6	33% of EL pupils who decreased at least one ELPI level from the prior census will progress at least one English Learner Progress Indicator or maintain their current level from the prior census.	33% of EL pupils who decreased at least one ELPI level from the prior census will progress at least one English Learner Progress Indicator or maintain their current level from the prior census.	Metric 2.6 hinges on identifying ELs who dropped at least one level in 2021–22/2022–23 and then measuring how many of those same ELs either regained a level or held steady in 2023–24. The dashboard’s 2022–23 summary shows 13 ELs declined (out of a 72 EL denominator), but because we do not have the student-level ELPAC file for 2021–22, we cannot isolate which SSIDs comprised that “13 declined” group. In 2023–24, 13 of the 59-match ELs did decline (22–23/23–		33% of EL pupils who decreased at least one ELPI level from the prior census will progress at least one English Learner Progress Indicator or maintain their current level from the prior census.	The baseline was 33 % of EL pupils who declined at least one ELPI level from the prior census progressing at least one level or maintaining their level. In 2023–24, we know that 13 ELs in the matched group declined and 54 improved, but we cannot isolate how many of the original “declined” ELs are among those who improved or maintained. Because we cannot correctly track that exact subset, we cannot calculate a difference from the 33 % baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			24), 54 improved, and 3 maintained PL 4. However, we cannot say how many of the original 13 “prior declined” ELs are among the 57 (54 “progress” + 3 “PL 4 /PL 4”) in 2023–24, nor can we calculate the exact 33 % for Year 1. To truly close that gap, we would need the 2021–22 SSID-level roster.			
2.7	100% of EL pupils who qualify for reclassification by scoring at Summative ELPAC Overall PL 4 will reclassify.	100% of EL pupils who qualify for reclassification by scoring at Summative ELPAC Overall PL 4 will reclassify.	SCALE Leadership Academy–East set a goal for 100% of English Learner (EL) students who scored Proficiency Level (PL) 4 to be reclassified. In 2023–24, 32 EL students achieved PL 4, and 12 were reclassified—resulting in a 37.5% reclassification rate. This falls 62.5 percentage points below the target and indicates a need to strengthen		100% of EL pupils who qualify for reclassification by scoring at Summative ELPAC Overall PL 4 will reclassify.	The baseline called for 100% of EL students who scored PL 4 to reclassify. In 2023–24, 32 ELs reached PL 4, but only 12 reclassified—resulting in a 37.5% reclassification rate, which is 62.5 percentage points below the target.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>our reclassification processes and supports.</p> <p>To address this, we will enhance collaboration between ELD teachers and academic counselors to ensure all PL 4 students are immediately reviewed for reclassification eligibility. We will also implement an automated flagging system in our SIS to notify staff when students reach PL 4, prompting timely intervention. In addition, parent outreach and support will be expanded to guide families through the reclassification process. These actions will help ensure that students who are academically ready are successfully</p>			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			reclassified and supported in their transition.			

Goal Analysis [2024-25]

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

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

During the 2023–24 year, SCALE Leadership Academy–East focused on laying the groundwork for full implementation of the adopted CA content and ELD standards. Each action under Goal 2 was initiated primarily as a “foundation year” effort:

Action 2.1 (ELL Teaching Resources) and Action 2.2 (ELL Professional Developments) provided two introductory ELD training sessions (SDAIE techniques and Rosetta Stone basics). Every teacher attended, satisfying the training requirement, but follow-up coaching was not yet in place. As a result, while teachers gained exposure to foundational SDAIE strategies and basic Rosetta Stone usage, many struggled to weave those approaches into daily instruction.

Action 2.3 (Data Analysis and Monitoring) built the capacity for systematic EL data tracking. The ELD Coordinator and data team spent Year 1 collecting and cleaning ELPAC/ELPI results, creating student rosters by ELPI level, and producing regular progress reports. This step was critical to identify which ELs were on track, which had declined, and which needed targeted intervention, but it also revealed that we were still developing the infrastructure needed to automate and share those insights in real time.

Action 2.4 (Targeted ELL Support and Growth Initiative) leveraged the newly organized ELPI rosters to place every EL into small-group instructional cohorts. Those groups met weekly for scaffolded lessons, but because the ELD Coordinator was still ramping up, the scope of targeted support was limited. In some cases, ELPI-level groups met only every other week, and “on-grade” inclusion support (pull-in/push-out) routines had not yet been fully established.

Action 2.5 (Enhanced Language Acquisition Programs) focused on strengthening our EL Hybrid Course curriculum. Guided by the data from Action 2.3, the ELD team began aligning Hybrid Course modules with specific ELPI targets. However, teacher implementation varied; some teachers used the new modules regularly, while others did so only sporadically.

Action 2.6 (Parent and Family Engagement)

In Year 1, the ELD Coordinator was primarily focused on getting to know SCALE's EL population, forming relationships with staff and families, and learning the school's routines. As a result, formal parent engagement activities (such as workshops and portal updates) were minimal and did not yet create a consistent system of family support. Building strong parent partnerships and clear communication protocols remained a work in progress.

Action 2.7 (Progress in English Learner Progress Indicator & Reclassification)

While a reclassification committee was formed, much of Year 1 was dedicated to the ELD Coordinator learning the RFEP process—understanding district protocols, tracking PL 4 candidates, and assisting families in gathering documentation. The actual implementation of systematic follow-up with PL 4 students and families was still being developed. Consequently, only a small subset of PL 4 ELs moved through reclassification in 2023–24, as the Coordinator's primary tasks involved building the foundation for a robust RFEP workflow rather than full-scale execution.

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

No major changes. Budgeted funds for ELD teaching resources, professional developments, data systems, and parent engagement were used essentially as planned, with no material variances to report.

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

Teacher Training (2.1 & 2.2): Although 100 % of teachers attended introductory SDAIE and Rosetta Stone training, the lack of follow-up coaching limited true classroom implementation. Many teachers reported feeling “aware” of strategies but not yet “comfortable” using them in real time—reflecting that two sessions alone were insufficient to achieve high-fidelity practice.

Data Analysis (2.3): Establishing the first centralized ELPI roster accelerated our ability to measure growth (Metric 2.3) and identify gaps (Metrics 2.5–2.6). Early successes included producing weekly “ELPI snapshot” reports for the ELD Coordinator and generating the 59- and 104-student denominators used for Year 1 analysis. However, manual data entry and the absence of automated dashboards meant that instructors often received data too late to adjust instruction dynamically.

Targeted Support (2.4 & 2.5): Implementing small-group ELPI cohorts clarified which students needed priority intervention; as a result, the “Level 1/2” and “Level 2/3” groups met weekly by mid-year. Teachers observed modest gains among those cohorts, particularly in reading fluency. That said, inconsistent scheduling and mixed buy-in delayed expected growth—reflected in Year 1 outcomes where 49.2 % rose at least one ELPI level, just under the 50 % target.

Family Engagement (2.6): Because Year 1 efforts focused on relationship-building and orientation, formal parent engagement was limited. While initial outreach raised awareness, the lack of ongoing, structured communication meant that many families did not fully engage with the process.

Reclassification Workflow (2.7): The committee's launch enabled us to track PL 4 candidates; however, only 12 of 32 PL 4 students advanced because additional academic-performance checks and parental sign-offs were not yet clearly communicated. That process refinement will be crucial moving into Year 2.

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

Reflecting on Year 1, we recognized that “awareness” was not enough; we needed deeper implementation support and greater consistency. Therefore, we made the following modifications for 2024–25:

Deeper, Ongoing Teacher Coaching (2.1 & 2.2):

Added three SDAIE/sheltered-instruction workshops in fall 2024 and spring 2025 (rather than two across the year).

Instituted weekly “EL Office Hour” meetings, where the ELD Coordinator models scaffolded lessons, observes classroom instruction, and offers in-the-moment feedback.

Provided Rosetta Stone refresher sessions embedded into weekly ELD blocks, rather than standalone training, to ensure sustained usage.

EL Data Dashboards (2.3):

Implemented a data pipeline to ensure we track our students over the years to ensure proper growth metrics are able to be evaluated. Rolled out a real-time “ELPI Tracker” using AI so teachers can see progress mid-quarter and adjust instruction quickly.

Refined Cohorting Procedures (2.4 & 2.5):

Streamlined scheduling so that ELPI-level groups meet weekly without fail.

Expanded the EL Hybrid Course curriculum to include differentiated modules for each ELPI level, ensuring every student sees content at their exact proficiency band.

Implemented pull out program for ELL students apart from the weekly ELPI level groups

Enhanced Parent Outreach (2.6):

Initiating the process of a monthly “EL Family Forum” (live Zoom sessions) to review ELPAC results, explain what PL 4 means, and walk through reclassification requirements.

Improved outreach from the ELD coordinator to ELL families

Streamlined Reclassification Pipeline (2.7):

Revised parent/teacher notifications so that any “pending PL 4” candidate receives an immediate checklist of required documents (grades, benchmarks, parent sign-off)

Established proper RFEP procedures

These adjustments, based on Year 1 learnings, position SCALE to move beyond “foundation building” toward full execution in 2024–25. We anticipate stronger teacher proficiency with ELD strategies, more consistent ELPI growth, higher Rosetta Stone engagement, and smoother reclassification workflows as a result.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	ELL Teaching Resources	We have a robust team of specialists and teachers who collaboratively plan curriculum aligned with the ELD standards. This team provides additional instruction to support and enhance the general educational instruction, ensuring that the specific needs of English Learners are met effectively.	\$172,522.00	Yes
2.2	ELL Professional Developments	Professional development workshops focused on ELs' standards and needs, aligning the SLA curriculum with the standards and providing ongoing support for teachers to differentiate instruction and scaffold learning for ELs. Collaboration, ongoing support, and a focus on language development instruction will help teachers effectively implement the standards and ensure ELs can access them, promoting their academic success.	\$102,502.19	Yes
2.3	Data Analysis and Monitoring	Data analysis and monitoring involve the systematic collection, analysis, and interpretation of data to inform decision-making and track progress towards goals in education for EL students. It helps SCALE identify trends, disparities, and areas for improvement, enabling targeted interventions and resource allocation. By utilizing data effectively, we can make informed decisions, evaluate interventions, and continuously improve educational outcomes.	\$114,721.00	Yes
2.4	Targeted ELL Support and Growth Initiative	Targeted ELL Support and Growth Initiative is planned to be supported in part by the Learning Recovery Emergency Block Grant (LREBG), which has not yet been expended. This action aims to identify English proficiency levels of all English learners and place them in targeted instructional groups for small group instruction and specialized language development.	\$25,502.19	Yes

Action #	Title	Description	Total Funds	Contributing
		The initiative is designed to help at least 15% of ELs advance one proficiency level by the end of the school year, using regular assessments and data-driven instruction. Once implemented, LREBG funds will support instructional staffing, professional development for teachers in designated and integrated ELD strategies, and increased family engagement efforts. These planned expenditures align with allowable LREBG uses by supporting learning acceleration and addressing the disproportionate impact of COVID-19 on English learners. This action directly addresses needs identified through the California School Dashboard and local assessment data, including the significant academic decline among English learners.		
2.5	Enhanced Language Acquisition Programs	Enhance and utilize the EL Hybrid Course	\$25,502.19	Yes
2.6	Parent and Family Engagement	Conduct workshops and informational sessions for parents of English learners to help them support their children's language development at home. Partner with local community organizations to provide additional resources and support. Utilize a multilingual parent portal with resources, training videos, and regular updates on student progress. This portal can include interactive features such as live Q&A sessions and forums for parent collaboration.	\$10,996.00	Yes
2.7	Progress in English Learner Progress Indicator (ELPI) levels and reclassification rates	Cultural Enrichment Programs: Integrate cultural enrichment programs into the curriculum to build a supportive and inclusive school environment for English learners. Partnerships with cultural organizations and community groups. Host cultural exchange events, language immersion days, and multicultural celebrations to foster a sense of belonging and enhance language acquisition through experiential learning.	\$170,392.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	SLA East will improve by 9% (successful completion of additional indicators) each year and sustain pupil achievement as measured by multiple indicators including, but not limited to, assessment data, college readiness, and language proficiency.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This focus goal was selected to concentrate efforts on specific, measurable targets that drive continuous improvement and address various aspects of student achievement. The metrics include:

Academic Performance:

A1.0: Performance on CAASPP exams in ELA and Math.

A1.1-A1.3: Specific improvement targets for African American, SPED, and Hispanic students.

College and Career Readiness:

B1.0-D1.0: Completion of A-G requirements and CTE pathways.

D1.1: Reducing the percentage of students not prepared.

Advanced Placement and College Preparedness:

E1.0-F1.1: AP exam success rates and participation in college preparedness assessments.

Course Offerings and Participation:

H1.0-I1.0: Offering A-G approved courses, dual enrollment opportunities, and CTE courses.

J1.0-K1.0: Proficiency in core academic areas for elementary and middle school students.

The goal is specific and measurable, with clear benchmarks for success across various aspects of pupil achievement. It has a comprehensive scope that covers a wide range of indicators, including academic performance, college readiness, career preparation, and language proficiency. By targeting a 9% annual increase in successful completions, the goal emphasizes continuous improvement, which is

both ambitious and attainable. Additionally, the goal addresses the needs of diverse student populations, including African American, SPED, Hispanic, English learners, and economically disadvantaged students.

The associated actions detail how these improvements will be achieved, including identifying necessary resources such as staffing, funding, and programs to support these interventions. The implementation plan includes a robust system for regular monitoring and feedback to ensure progress and accountability.

This goal aligns with California's State Priorities 4 (Pupil Achievement) and 8 (Other Pupil Outcomes), focusing on improving academic performance, college readiness, and overall student outcomes. By setting specific targets for various student groups, the LEA aims to address and reduce achievement gaps, ensuring equity in education. The emphasis on a 9% annual improvement reflects a commitment to continuous growth and excellence in education, striving to elevate the overall performance of all students. The goal's broad scope ensures that multiple aspects of student achievement are addressed, from elementary to high school, covering both academic and career readiness. Additionally, the goal's reliance on specific metrics ensures a data-driven approach to decision-making and resource allocation, promoting accountability and transparency. This focus goal was selected to concentrate efforts on these critical areas, ensuring targeted and effective improvements.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	50% of all students will score Level 3 or higher on the CAASPP exams in ELA and Math, or achieve Level 3 in one of these subjects and demonstrate a 5% growth rate (as measured by the DFS or 30 average SGP as measured by Star 360) or in the subject where proficiency was not met. Additionally, 50% of students scoring below Level 3 in both ELA and Math will demonstrate a	19% of students scored a level 3 or higher in ELA & Math.	SCALE Leadership Academy East set a goal that 50 percent of students would meet at least one of these three paths: (1) score Level 3 or higher on both CAASPP ELA and Math, (2) score Level 3 or higher in one CAASPP subject and achieve a Star 360 SGP = 30 in the other, or (3)		50% of all students will score Level 3 or higher on the CAASPP exams in ELA and Math, or achieve Level 3 in one of these subjects and demonstrate a 5% growth rate (as measured by the DFS or 30 average SGP as measured by Star 360) or in the subject where proficiency was not met. Additionally,	The current percentage of students meeting at least one academic readiness path is 31.2%, which is 18.8 percentage points below the 50% target.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	5% growth rate (as measured by the DFS or 30 average SGP as measured by Star 360) in these subjects.		<p>demonstrate a Star 360 SGP = 30 in both subjects if below Level 3 on each CAASPP. In 2023–24, when we match on SSID and include only those students with valid scale scores in both CAASPP ELA and Math for Spring 2023 and Spring 2024 (n = 657), 219 of 657 (33.3 %) met at least one of the three “paths.” Breaking that down:</p> <p>Path 1 (Level 3+ in both CAASPPs): 120 of 657 = 18.3 %</p> <p>Path 2 (Level 3+ in one CAASPP + SGP = 30 in the other): 43 of 657 = 6.5 %</p> <p>Path 3 (SGP = 30 in both subjects while below Level 3 on each CAASPP): 56 of 657 = 8.5 %</p> <p>If we broaden the denominator to</p>		50% of students scoring below Level 3 in both ELA and Math will demonstrate a 5% growth rate (as measured by the DFS or 30 average SGP as measured by Star 360) in these subjects.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			include all 701 students who generated at least one CAASPP score report in Spring 2024, then 219 of 701 (31.2 %) met at least one path. The difference between 657 versus 701 emerges because 44 students generated a valid score report in one subject but did not end up with valid scale scores in both ELA and Math.			
3.2	100% of African American students will reduce their distance from standard by 27.1 points (ELA), or the equivalent percentage, per testing year for three consecutive years, or achieve an average growth of 27.1 points (ELA) per year across the African American student population.	Currently, 100% of African American students at SLA East are 86.4 points below the standard in ELA, serving as the baseline for our targeted annual reduction of 27.1 points over the next three years.	SCALE Leadership Academy East set a goal for Spring 2024 that African American students would reduce their Distance From Standard (DFS) in ELA by 27.1 points (i.e., close the gap to standard by 27.1 annually). In 2022–23, African American students at SCALE were an		100% of African American students will reduce their distance from standard by 27.1 points (ELA), or the equivalent percentage, per testing year for three consecutive years, or achieve an average growth of 27.1 points (ELA) per year across the African	African American students are 23.8 points short of the 27.1-point ELA growth target but show positive movement toward the goal.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			average of 86.4 points below standard in ELA. In Year 1 (2023–24), that cohort measured 83.1 points below standard—an improvement of 3.3 points, which is 23.8 points short of our 27.1-point reduction target.		American student population.	
3.3	100% of SPED students will reduce their distance from standard by 36.1 points (ELA), or the equivalent percentage, per testing year for three consecutive years, or achieve an average growth of 36.1 points (ELA) per year across the SPED student population.	100% of SPED students at SLA East are 113.4 points below the standard in ELA, serving as the baseline for our targeted annual reduction of 36.1 points over the next three years.	SCALE Leadership Academy East set a goal for Spring 2024 that students with disabilities (SPED) would reduce their DFS in ELA by 36.1 points. In 2022–23, SPED students were on average 113.4 points below standard in ELA. In Year 1 (2023–24), SPED students measured 78.7 points below standard—an improvement of 34.7 points, falling just 1.4 points shy of the 36.1-point target.		100% of SPED students will reduce their distance from standard by 36.1 points (ELA), or the equivalent percentage, per testing year for three consecutive years, or achieve an average growth of 36.1 points (ELA) per year across the SPED student population.	Students with disabilities improved by 34.7 points in ELA from the 2022–2023 baseline, falling just 1.4 points short of the 36.1-point Spring 2024 target.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	100% of EL students will reduce their distance from standard by 24 points (ELA), or the equivalent percentage, per testing year for three consecutive years, or achieve an average growth of 24 points (ELA) per year across the student population.	100% of EL students at SLA East are 82 points below the standard in ELA, serving as the baseline for our targeted annual reduction of 24 points over the next three years.	SCALE Leadership Academy–East set a goal for Spring 2024 that English Learner (EL) students would reduce their Distance From Standard (DFS) in ELA by 24 points. In 2022–23, EL students were an average of 82.0 points below standard in ELA. In Year 1 (2023–24), that cohort measured 99.1 points below standard—a decline of 17.1 points, which is 41.1 points short of our 24-point reduction target.		100% of EL students will reduce their distance from standard by 24 points (ELA), or the equivalent percentage, per testing year for three consecutive years, or achieve an average growth of 24 points (ELA) per year across the student population.	English Learner students declined by 17.1 points in ELA, moving further from standard and falling 41.1 points short of the 24-point improvement target for Spring 2024.
3.5	100% of Homeless students will reduce their distance from standard by 18 points (ELA), or the equivalent percentage, per testing year for three consecutive years, or achieve an average growth of 18 points (ELA) per year across the student population.	100% of homeless students at SLA East are 53.5 points below the standard in ELA, serving as the baseline for our targeted annual reduction of 18 points over the next three years	SCALE Leadership Academy East set a goal for Spring 2024 that Homeless students would reduce their DFS in ELA by 18.0 points. In 2022–23, Homeless students were 53.5 points below standard in		100% of Homeless students will reduce their distance from standard by 18 points (ELA), or the equivalent percentage, per testing year for three consecutive years, or achieve an average growth	Homeless students declined by 102.2 points in ELA, moving significantly further from standard and falling 120.2 points below the 18-point improvement target set for Spring 2024.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			ELA. In Year 1 (2023–24), they were 155.7 points below standard—a decline of 102.2 points, which places them 120.2 points farther from standard than the 18-point improvement envisioned.		of 18 points (ELA) per year across the student population.	
3.6	100% of Hispanic students will reduce their distance from standard by 36.1 points (MATH), or the equivalent percentage, per testing year for three consecutive years, or achieve an average growth of 36.1 (MATH) points per year across the student population.	100% of Hispanic students at SLA East are 95.2 points below the standard in Math, serving as the baseline for our targeted annual reduction of 36.1 points over the next three years.	SCALE Leadership Academy East set a goal for Spring 2024 that Hispanic students would reduce their DFS in Math by 36.1 points. In 2022–23, Hispanic students were 95.2 points below standard in Math. In Year 1 (2023–24), Hispanic students measured 86.8 points below standard—an improvement of 8.4 points, falling 27.7 points short of the 36.1-point reduction target.		100% of Hispanic students will reduce their distance from standard by 36.1 points (MATH), or the equivalent percentage, per testing year for three consecutive years, or achieve an average growth of 36.1 (MATH) points per year across the Hispanic student population.	Hispanic students improved by 8.4 points in Math, moving closer to standard but falling 27.7 points short of the 36.1-point reduction goal for 2023–24.
3.7	100% of EL students will reduce their distance from standard by 35	100% of EL students at SLA East are 101.1 points below the	SCALE Leadership Academy East set a goal for Spring		100% of EL students will reduce their	English Learners declined by 17.6 points in Math,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	points (MATH), or the equivalent percentage, per testing year for three consecutive years, or achieve an average growth of 35 (MATH) points per year across the student population.	standard in Math, serving as the baseline for our targeted annual reduction of 35 points over the next three years.	2024 that English Learners (ELs) would reduce their DFS in Math by 35.0 points. In 2022–23, EL students were 101.1 points below standard in Math. In Year 1 (2023–24), EL students measured 118.7 points below standard—a decline of 17.6 points (i.e., 17.6 points farther from standard), placing them 52.6 points away from the 35-point gain goal.		distance from standard by 35 points (MATH), or the equivalent percentage, per testing year for three consecutive years, or achieve an average growth of 35 (MATH) points per year across the Hispanic student population.	moving further from standard and landing 52.6 points short of the 35-point improvement target for 2023–24.
3.8	100% of Homeless students will reduce their distance from standard by 29 points (MATH), or the equivalent percentage, per testing year for three consecutive years, or achieve an average growth of 29 (MATH) points per year across the student population.	100% of homeless students at SLA East are 87.2 points below the standard in Math, serving as the baseline for our targeted annual reduction of 29 points over the next three years.	SCALE Leadership Academy East set a goal for Spring 2024 that Homeless students would reduce their DFS in Math by 29.0 points. In 2022–23, Homeless students were 87.2 points below standard in Math. In Year 1 (2023–24), they measured 178.0 points below		100% of Homeless students will reduce their distance from standard by 29 points (MATH), or the equivalent percentage, per testing year for three consecutive years, or achieve an average growth of 29 (MATH) points per year across the	Homeless students declined by 90.8 points in Math, moving significantly further from standard and falling 119.8 points short of the 29-point improvement target for 2023–24.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			standard—a decline of 90.8 points, which places them 119.8 points farther from standard than the 29-point improvement target.		Hispanic student population.	
3.9	40% of high-school students will have successfully completed A-G requirements.	40% of high-school students will have successfully completed A-G requirements.	SCALE Leadership Academy-East established a goal for 40% of high school students to successfully complete A-G requirements. Based on data from the 2024 graduating class, 34.1% of students met this benchmark, falling short of the target by 5.9 percentage points. Several factors contributed to this outcome. A substantial number of students transferred into SCALE during their 11th or 12th-grade year already credit deficient,		40% of high-school students will have successfully completed A-G requirements.	The baseline goal for A-G completion was set at 40%. Data from the 2024 graduating class indicates a completion rate of 34.1%, falling 5.9 percentage points below the targeted goal.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>limiting their ability to recover and complete A-G coursework. Persistent challenges with student engagement also negatively impacted academic performance and course completion. Additionally, there was a general lack of awareness among students and families regarding the significance of A-G completion in relation to college eligibility and long-term academic opportunities.</p> <p>To address these challenges and improve future A-G completion rates, SCALE implemented several key strategies. Two additional school counselors were hired to increase</p>			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>individualized academic advising and targeted support. College and career readiness workshops were expanded to include a focus on A-G planning and requirements, providing students and families with the information needed to make informed academic decisions.</p> <p>Academic planning protocols were strengthened beginning in 9th grade to ensure students align with graduation and postsecondary goals from the start of their high school experience.</p> <p>A key element of this approach is the implementation of the AVID (Advancement Via Individual Determination) program, now in its</p>			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>third year at SCALE. AVID's college- and career-focused curriculum supports students in meeting A-G requirements through skill development, academic rigor, and mentorship. Though in early stages, AVID has demonstrated strong potential to positively influence academic culture and college readiness across grade levels. As the program expands, it is expected to significantly contribute to improved A-G completion, particularly among underrepresented student groups.</p> <p>Additionally, SCALE expanded its partnership with Norco Community College to</p>			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>increase access to dual enrollment opportunities. Enhanced progress monitoring systems were also introduced, allowing staff to track A-G progress in real time and intervene promptly when students fall off track.</p> <p>Looking ahead to the class of 2025, 44 students are currently on track to graduate, including both traditional and fifth-year seniors. Of these, 23 students are projected to complete the A-G course sequence, pending final semester grades. If these projections are realized, the A-G completion rate will reach approximately 52%, surpassing the original 40% goal. This upward</p>			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			trend reflects the effectiveness of SCALE's student-centered, data-informed approach and its continued commitment to preparing all students for college, career, and lifelong success.			
3.10	40% of high-school students will have successfully completed Career and Technical Education (CTE) Pathways	40% of high-school students will have successfully completed Career and Technical Education (CTE) Pathways	SCALE Leadership Academy-East established a goal for 40% of high school students to successfully complete a Career and Technical Education (CTE) pathway by graduation. However, data from the 2024 graduating class indicates that only 22.7% of students met this goal, falling short by 17.3 percentage points. Several key challenges contributed to this		40% of high-school students will have successfully completed Career and Technical Education (CTE) Pathways	The baseline goal for Career and Technical Education (CTE) pathway completion was set at 40%. Data from the 2024 graduating class shows a completion rate of 22.7%, falling short of the target by 17.3 percentage points.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>outcome. A significant number of students transferred to SCALE during their 11th or 12th-grade year without having participated in prior CTE coursework, leaving insufficient time to complete a full pathway before graduation.</p> <p>Inconsistencies in transcript analysis upon enrollment also resulted in missed opportunities to identify and apply previously earned CTE credits toward pathway completion.</p> <p>Additionally, there was a general lack of awareness among staff, students, and families regarding the structure, value, and requirements of CTE pathways.</p> <p>Limited communication</p>			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>about available CTE programs further contributed to reduced participation and engagement.</p> <p>In response, multiple initiatives have been launched to increase CTE completion rates. A dedicated CTE coordinator was hired to improve communication, coordination, and individualized student support. The counseling department is receiving targeted professional development focused on comprehensive transcript analysis, with emphasis on identifying transferable CTE credits and aligning them with students' academic plans.</p>			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>Outreach strategies have been expanded to raise awareness about CTE pathways, including program options, benefits, and the importance of early planning. Additionally, logistical supports—such as transportation to fieldwork experiences and CTE events—have been implemented to increase accessibility and participation.</p> <p>For the 2025 graduating cohort (including 4th- and 5th-year students), 15 out of 44 students are currently on track to complete a full CTE pathway, pending final grades. This reflects a projected completion rate of approximately</p>			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>34%, representing a significant increase from the prior year and steady progress toward the 40% goal.</p> <p>With systems and supports now in place, continued improvement in CTE completion is anticipated. These efforts aim to expand access to high-quality, career-focused learning experiences that prepare students for success beyond high school.</p>			
3.11	100% of students not completing A-G requirements or who have not successfully completed Career and Technical Education (CTE) Pathways but have completed 1 CTE course will be offered continuous enrollment	100% of students not completing A-G requirements or who have not successfully completed Career and Technical Education (CTE) Pathways but have completed 1 CTE course will be offered continuous enrollment	The goal was to ensure that 100% of students who did not complete A-G requirements or a full Career and Technical Education (CTE) pathway—but who completed at least		100% of students not completing A-G requirements or who have not successfully completed Career and Technical Education (CTE) Pathways but have completed 1 CTE	The current difference from the baseline is 0%, indicating that SCALE Leadership Academy-East has fully met the target of offering career certification enrollment

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	with our community partners for completion of a career certification post graduation.	with our community partners for completion of a career certification post graduation.	<p>one CTE course—would be offered continuous enrollment opportunities with community partners for career certification after graduation.</p> <p>This goal was met in 2024, with all eligible students provided access to career certification programs through established community partnerships. These supports serve to bridge the gap between high school and post-secondary success by offering students clear pathways to certification in high-demand industries.</p> <p>For the 2024–2025 school year, eligible students continue to be monitored, with proactive</p>		course will be offered continuous enrollment with our community partners for completion of a career certification post graduation.	opportunities to all eligible students.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>communication to families to ensure awareness of available opportunities. Ongoing collaboration with community partners is focused on strengthening and expanding access to certification programs.</p> <p>This initiative reflects a commitment to equity and career readiness by ensuring that students who may not meet traditional academic benchmarks still have access to meaningful post-secondary options. Efforts will continue to focus on tracking student progress, expanding outreach, and maintaining strong community partnerships to</p>			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			support student success beyond high school.			
3.12	20% of high-school students will have successfully completed A-G requirements AND Career and Technical Education (CTE) Pathways	20% of high-school students will have successfully completed A-G requirements AND Career and Technical Education (CTE) Pathways	SCALE Leadership Academy-East set a goal for 20% of high school students to successfully complete both the A-G requirements and a Career and Technical Education (CTE) pathway. In 2024, this goal was exceeded, with 27% of the cohort achieving both milestones. Of the 44 students in the 2024 graduating class, 39 students graduated, and 10 of those graduates successfully completed both the A-G and CTE requirements. This outcome reflects effective integration of rigorous academic coursework with		20% of high-school students will have successfully completed A-G requirements AND Career and Technical Education (CTE) Pathways	The current difference from the baseline is +7%, indicating that SCALE Leadership Academy-East has exceeded the target for dual A-G and CTE pathway completion.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>real-world career training opportunities.</p> <p>To support students on these dual pathways, graduation plans are monitored and updated each semester based on academic progress and evolving postsecondary goals. Counselors and teachers collaborate to track A-G and CTE completion, ensure proper course enrollment, and implement real-time adjustments to student schedules as needed. When students demonstrate signs of academic difficulty or disengagement, targeted interventions are applied, including tutoring, schedule modifications, and</p>			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>increased family communication.</p> <p>Academic advising and career exploration activities are provided consistently to ensure students remain engaged and aligned with graduation and postsecondary readiness. These supports are designed to help students make informed decisions and stay on track for college and career pathways.</p> <p>For the 2025 cohort, 10 students are currently projected to complete both A-G and CTE pathways out of an anticipated 44 graduates. Continued focus on proactive monitoring, individualized advising, and</p>			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			structured graduation planning is expected to maintain or improve this completion rate, supporting the school's mission of preparing students for success beyond high school.			
3.13	SLA East will decrease the percentage of students not prepared by 15% each year over the course of 3 years thereby shifting them into the approaching prepared or fully prepared categories.	SLA East will decrease the percentage of students not prepared by 15% each year over the course of 3 years thereby shifting them into the approaching prepared or fully prepared categories.	A goal was established to reduce the percentage of students classified as "Not Prepared" by 15% annually over the course of three years, with the objective of shifting more students into the "Approaching Prepared" or "Prepared" categories. This target reflects a commitment to ensuring that all students graduate		SLA East will decrease the percentage of students not prepared by 15% each year over the course of 3 years thereby shifting them into the approaching prepared or fully prepared categories.	The 2023 baseline for students classified as "Not Prepared" was 58.7%. In 2024, this decreased to 50%, an 8.7 percentage point improvement but 6.3 points short of the annual 15% goal. Projections for 2025 estimate 36.4% "Not Prepared," reflecting a 22.3-point improvement from the baseline and indicating strong progress

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>ready for college, career, or both.</p> <p>For the 2024–2025 school year, a graduation cohort of 44 students is being closely monitored. While the year is ongoing, current projections indicate that 21 students (47.7%) will be classified as “Prepared,” 8 students (18.2%) as “Approaching Prepared,” and 16 students (36.4%) as “Not Prepared.” Although final outcomes may vary, the projections suggest a substantial improvement.</p> <p>Compared to the 2023–2024 school year, when 50% of students were identified as “Not Prepared,” this year’s projected data reflects a 14</p>			toward the three-year target.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>percentage point improvement and a 28% relative decrease in students not meeting college and career readiness benchmarks. While slightly below the 15% annual reduction target, this progress represents meaningful advancement toward the three-year goal.</p> <p>Multiple efforts have contributed to this improvement. Graduation plans are reviewed and updated each semester based on students' academic progress. A-G course completion is closely tracked, with timely interventions implemented when students fall behind. Enrollment in Career and</p>			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>Technical Education (CTE) courses is strategically aligned to support career readiness, with regular monitoring to ensure pathway progress.</p> <p>Through a CCAP partnership with Norco College, dual enrollment opportunities are also available, allowing students to engage in rigorous, college-level coursework and accelerate their college readiness.</p> <p>Proactive communication with families, led by educators, counselors, and school leaders, reinforces understanding of college and career benchmarks and fosters student engagement.</p>			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>Academic advising plays a key role in helping students stay aligned with their postsecondary goals while allowing for adjustments to graduation plans as needed.</p> <p>Efforts to reduce the percentage of students classified as “Not Prepared” will continue with a data-informed, student-centered approach. The school is well-positioned to meet or exceed its three-year target for increasing college and career readiness across the student body.</p>			
3.14	50% of pupils that take AP exams will pass with a score of 3 or higher.	50% of pupils that take AP exams will pass with a score of 3 or higher.	SCALE Leadership Academy-East recognizes the value of Advanced Placement (AP) exams in promoting academic rigor and		50% of pupils that take AP exams will pass with a score of 3 or higher.	The baseline goal is for 50% of AP exam takers to score 3 or higher. Currently, SCALE does not offer AP exams, and independently

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>supporting college readiness. Currently, AP exams are not administered through the school; however, expanding access to AP opportunities remains a high priority.</p> <p>A target has been established for 50% of students who take AP exams to earn a passing score of 3 or higher. Tracking progress toward this goal has been limited, as students who take AP exams independently often do not report their participation or results, making it difficult to monitor outcomes or provide support.</p> <p>To address this gap, an additional counselor has been hired to serve as the</p>			<p>taken scores are often unreported, making progress difficult to track. A counselor has been hired to lead efforts toward Level 2 authorization, enabling on-site AP exam administration and improved data collection.</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			designated AP Coordinator. This role will lead efforts to obtain Level II AP authorization, which will allow SCALE to administer AP exams on-site. This development will support improved tracking of participation, targeted academic preparation, and increased awareness of AP opportunities among students.			
3.15	Each year, 17% of 11th grade college bound pupils will opt into the Early Assessment Program (EAP) or any subsequent assessment of college preparedness (including AP, IB, CLEP, ACT, SAT, High School GPA, High School Math GPA, High School and College Coursework), until 50% of college bound 11th grade students are participating.	17% of 11th grade college bound pupils will opt into the Early Assessment Program (EAP) or any subsequent assessment of college preparedness (including AP, IB, CLEP, ACT, SAT, High School GPA, High School Math GPA, High School and College Coursework), until 50% of college bound 11th grade	For the 2023–2024 school year, SCALE Leadership Academy-East had 38 11th-grade students, with 18 identified as college-bound. Of those, 9 students (50%) participated in the Early Assessment Program (EAP) or a comparable college readiness assessment. This		Each year, 17% of 11th grade college bound pupils will opt into the Early Assessment Program (EAP) or any subsequent assessment of college preparedness (including AP, IB, CLEP, ACT, SAT, High School GPA, High School Math GPA, High School and College	For the 2023–2024 school year, 50% (9 out of 18) of college-bound 11th graders participated, exceeding the annual target by 33 percentage points and meeting the long-term goal ahead of schedule.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		students are participating.	meets the participation goal for the year and aligns with the LCAP objective of gradually increasing participation—beginning with a 17% baseline and aiming to reach 50% participation among college-bound 11th graders.		Coursework), until 50% of college bound 11th grade students are participating.	
3.16	80% of grade eleven pupils who opt-in to participate in the Early Assessment Program (EAP) or any subsequent assessment of college preparedness will demonstrate college readiness.	80% of grade eleven pupils who opt-in to participate in the Early Assessment Program (EAP) or any subsequent assessment of college preparedness will demonstrate college readiness.	For the 2023–2024 school year, SCALE Leadership Academy-East had 38 11th-grade students, with 18 identified as college-bound. Of those, 9 students (50%) participated in the Early Assessment Program (EAP) or a comparable college readiness assessment, exceeding the Year 1 participation target of 17%.		80% of grade eleven pupils who opt-in to participate in the Early Assessment Program (EAP) or any subsequent assessment of college preparedness will demonstrate college readiness.	In 2023–2024, 50% (9 of 18) of college-bound 11th graders participated, exceeding the annual target by 33 percentage points and meeting the long-term goal. Of those, 67% remain enrolled and on track to graduate.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Of the 9 participating students, 3 are no longer enrolled. The remaining 6 students (67%) are on track to graduate and are expected to demonstrate college readiness. This outcome supports the LCAP goal of preparing students for postsecondary success.			
3.17	100% of all high school students will be offered A-G approved course.	100% of all high school students will be offered A-G approved course.	SCALE Leadership Academy-East is committed to ensuring all high school students have access to A-G approved courses as part of a comprehensive pathway to college readiness. Upon enrollment, each student receives a personalized graduation plan based on transcript analysis. This ensures that students who did		100% of all high school students will be offered A-G approved course.	All high school students at SCALE Leadership Academy-East are offered A-G approved courses through personalized graduation plans developed at enrollment, supporting postsecondary readiness.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>not begin their high school education at SCALE are provided with a tailored academic plan that includes A-G aligned coursework.</p> <p>All courses offered are A-G approved and are continuously monitored for compliance. The school's course manager conducts an annual review and update of the A-G course list to ensure offerings remain current, relevant, and aligned with college readiness standards.</p> <p>This comprehensive approach supports equitable access to college-preparatory coursework and reflects the school's goal of preparing all</p>			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			students for postsecondary success.			
3.18	100% of all high school students will be offered Concurrent / Dual Enrollment opportunities.	100% of all high school students will be offered Concurrent / Dual Enrollment opportunities.	SCALE Leadership Academy-East ensured that all high school students were informed of concurrent and dual enrollment opportunities through academic counseling, newsletters, Google Classroom announcements, and direct communication during academic planning. In addition, the school established a College and Career Access Pathways (CCAP) partnership with Norco Community College, with expanded dual enrollment options scheduled to begin in Fall 2025. These efforts support increased student		100% of all high school students will be offered Concurrent / Dual Enrollment opportunities.	The goal was met—100% of high school students were offered concurrent/dual enrollment opportunities. A new CCAP partnership with Norco College, launching Fall 2025, is expected to expand access and participation.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			access to college-level coursework.			
3.19	90% of all 11th and 12th graders will successfully complete 2 CTE courses.	90% of all 11th and 12th graders will successfully complete 2 CTE courses.	<p>SCALE Leadership Academy-East has prioritized Career and Technical Education (CTE) as a key component of college and career readiness, with a goal for 90% of 11th and 12th-grade students to complete at least two CTE courses.</p> <p>In 2023–2024, of 77 12th-grade students, 24 were enrolled in CTE courses, and 20 (83.3%) of those participants successfully completed two or more courses—representing a 26% completion rate for the full cohort. Among 66 11th-grade students, 27 participated in</p>		90% of all 11th and 12th graders will successfully complete 2 CTE courses.	The combined CTE course completion rate among enrolled students is 73.6% (83.3% for 12th grade and 63.0% for 11th grade), falling 16.4 percentage points below the 90% baseline goal.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>CTE, with 17 (63.0%) completing at least two courses, yielding a 25.8% overall cohort completion rate.</p> <p>While the schoolwide goal has not yet been met, high success rates among CTE participants highlight program effectiveness. Key challenges included late student enrollment, credit recovery demands, and limited time for CTE course sequencing.</p> <p>To improve completion rates, SCALE is expanding early access to CTE, integrating CTE into academic planning, and providing additional support to help students balance graduation</p>			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			requirements with pathway completion.			
3.20	School will advertise and make available Golden State Merit Diploma and other specialized/personalized options.	School will advertise and make available Golden State Merit Diploma and other specialized/personalized options.	SCALE Leadership Academy-East provides students with access to academic recognition opportunities, including the Golden State Merit Diploma and other specialized options. These programs are promoted during both the first and second semesters through multiple communication channels, including school newsletters, REMIND messages, and Google Classroom postings, ensuring students are regularly informed and encouraged to participate.		School will advertise and make available Golden State Merit Diploma and other specialized/personalized options.	The goal was met through consistent promotion of Golden State Merit Diploma opportunities during both semesters via the school newsletter, REMIND announcements, and Google Classroom posts, ensuring students were informed and encouraged to participate.
3.21	90% of students grades K/TK - 6 will demonstrate proficiency	90% of students grades K/TK - 6 will demonstrate proficiency	SCALE Leadership Academy-East set a goal for 90% of		90% of students grades K/TK - 6 will demonstrate	In 2023–2024, 91.9% of students (747 of 813) met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	in English, Mathematics, Social sciences, Science, Visual and performing arts (VAPA), Health and Physical education (PE) courses.	in English, Mathematics, Social sciences, Science, Visual and performing arts (VAPA), Health and Physical education (PE) courses.	TK–6 students to demonstrate proficiency in English, Mathematics, Social Sciences, Science, Visual and Performing Arts (VAPA), Health, and Physical Education. Proficiency was measured using final course grades, with a grade of D or F indicating non-proficiency. For the 2023–2024 school year, 91.9% of students (747 out of 813) achieved full proficiency across all core subject areas, based on semester 1 and 2 report card data. This outcome exceeds the Year 1 goal and reflects the effectiveness of current instructional		proficiency in English, Mathematics, Social sciences, Science, Visual and performing arts (VAPA), Health and Physical education (PE) courses.	the proficiency benchmark, exceeding the goal by 1.9 percentage points.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>practices and support systems.</p> <p>Efforts will continue to focus on targeted interventions for the remaining students to ensure all learners meet or exceed grade-level expectations.</p>			
3.22	90% of students grades 7 - 8 will demonstrate proficiency in English, Mathematics, Social sciences, Science, Visual and performing arts (VAPA), Health and Physical education (PE) courses.	90% of students grades 7 - 8 will demonstrate proficiency in English, Mathematics, Social sciences, Science, Visual and performing arts (VAPA), Health and Physical education (PE) courses.	<p>SCALE Leadership Academy-East set a goal for 90% of 7th–8th grade students to demonstrate proficiency in core subjects, defined as earning a grade of C- or higher. In 2023–2024, 86.7% (209 out of 241) met this benchmark.</p> <p>While the target was not fully met, the result reflects strong academic progress. Increased interest in Visual and Performing Arts, particularly in CTE-</p>		<p>90% of students grades 7 - 8 will demonstrate proficiency in English, Mathematics, Social sciences, Science, Visual and performing arts (VAPA), Health and Physical education (PE) courses.</p>	<p>The school is 3.3 percentage points below the 90% target, with 86.7% of students demonstrating full proficiency. Targeted supports and instructional adjustments are in place to support continued growth.</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			aligned courses such as Photography and Graphic Design, contributed to both student engagement and some lower course performance. Targeted instructional strategies and professional development will support continued improvement toward the proficiency goal.			
3.23	African American students will improve their Distance from Standard (DFS) in Mathematics by at least +10 points during the 2025–26 school year, as measured by CAASPP. Note: Although the 2025 Dashboard will report data from the 2024–25 school year, this metric specifically measures progress made during the 2025–26 school year. Therefore, the	-120.3 DFS Based on CAASPP math results for African American students from the 2023–24 school year, as reported in the 2024 California School Dashboard. Since this metric measures progress made during the 2025–26 school year, the corresponding outcome will be reflected in the 2026 Dashboard.	Not applicable – metric implementation begins in the 2025–26 school year. Outcome data will be reported in the 2026 California School Dashboard.		African American students will improve their average Distance from Standard (DFS) in Math to = -110.3, reflecting a +10 point gain from the 2023–24 baseline.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	relevant outcome data for this metric will appear in the 2026 Dashboard, based on 2025–26 CAASPP results.					
3.24	English Learner (EL) students will improve their Distance from Standard (DFS) in Mathematics by +15 points during the 2025–26 school year, as measured by CAASPP. Note: Although the 2025 Dashboard will report data from the 2024–25 school year, this metric specifically measures progress made during the 2025–26 school year. Therefore, the relevant outcome data for this metric will appear in the 2026 Dashboard, based on 2025–26 CAASPP results.	-118.7 DFS Based on CAASPP math results for EL students from the 2023–24 school year, as reported in the 2024 California School Dashboard.	Not applicable – metric implementation begins in the 2025–26 school year. Outcome data will be reported in the 2026 California School Dashboard.		English Language Learner students will improve their average Distance from Standard (DFS) in Math to = -108.7 DFS reflecting a +15 point gain from the 2023–24 baseline.	

Goal Analysis [2024-25]

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

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

Goal 3 focused on broadening multiple indicators of student achievement—ranging from CAASPP and Star 360 growth to college and career readiness, A-G coursework, CTE pathways, and dual enrollment opportunities. In Year 1 (2023–24), our primary emphasis was on building a reliable data foundation and beginning to roll out our planned actions:

Data Foundations & Early Training (Metrics 3.1–3.8):

We assessed and cleaned CAASPP and Star 360 data so teachers could see who had valid scores in both ELA and Math (Metric 3.1). This included matching SSIDs to ensure accuracy and identifying students who were Level 3 or above, those demonstrating growth (SGP = 30), and those needing more support.

We trained teachers on how to run Renaissance (Star 360) reports, track subgroups (African American, EL, SPED, Homeless, Hispanic), and deliver data-driven instruction. Because our SIS initially lacked complete Star 360 growth data integration, some baseline numbers were missing or required manual correction.

Our first parent outreach efforts informed families about CAASPP and assessment protocols, though these were introductory steps and not yet full workshops.

College & Career Pathways (Metrics 3.9–3.22):

A-G and CTE Pathways (Metrics 3.9–3.12): We began tracking A-G completion rates (34.1 percent vs. 40 percent goal) and CTE pathway completion (22.7 percent vs. 40 percent goal). We ensured that all non-A-G/CTE completers with at least one CTE course were connected to post-secondary certification options.

College Readiness and Dual Enrollment (Metrics 3.13–3.18): We set three-year benchmarks for reducing “Not Prepared” students and began projecting improvements (from 50 percent to 36.4 percent “Not Prepared”). We hired two additional counselors, we are pursuing Level II AP authorization, and fully informed students about dual enrollment (CCAP partnership with Norco College).

High School CTE Completion & Recognition (Metrics 3.19–3.20): We tracked CTE course completions—83.3 percent of CTE participants in grade 12 vs. a 90 percent cohort goal—and ensured 100 percent of students were aware of academic recognition opportunities (Golden State Merit Diploma, etc.).

Elementary & Middle School Core Proficiency (Metrics 3.21–3.22): We measured final course grades across core subjects, noting that 91.9 percent of TK–6 students and 86.7 percent of 7–8 students met proficiency benchmarks (vs. 90 percent targets).

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

Expenditures remained closely aligned with budgeted plans, demonstrating fiscal consistency and responsiveness to evolving student needs. Improvement services for unduplicated pupils were implemented across core areas, with plans in place to strengthen capacity and reach in the upcoming year.

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

Data-Driven Instruction & Teacher PD (Metrics 3.1–3.8):

Strengths:

- By spring 2024, 219 of 657 matched students (33.3 percent) met Metric 3.1's "proficiency-or-growth" criteria—up from an 18.7 percent baseline. This 14.6 point gain demonstrates that once teachers had cleaned data and basic training, targeted instruction could yield early growth.
- SPED ELA grew by 34.7 points (just 1.4 points shy of the annual 36.1 point goal). Hispanic Math improved by 8.4 points, despite falling short of the 36.1 point target. These improvements show that foundational MTSS and data walkthroughs had a positive impact.

Challenges:

- EL and Homeless subgroups fell further from standards in ELA and Math, revealing that we hadn't yet fully implemented the specialized supports (e.g., co-teaching, IEP reviews, parent trainings) described in Actions 3.6–3.12.
- Early PD sessions on Renaissance and subgroup tracking were helpful, but inconsistent attendance and limited follow-up meant some teachers still relied on manual spreadsheets rather than real-time dashboards.

College & Career Pathway Programs (Metrics 3.9–3.22):

Strengths:

- Metric 3.11: 100 percent of eligible non-A-G/CTE completers received post-secondary certification pathways—demonstrating strong collaboration with community partners.
- Metric 3.12: 27 percent of students completed both A-G and a CTE pathway—surpassing the 20 percent goal.
- Metrics 3.15 & 3.16: 50 percent of college-bound juniors participated in EAP, and 67 percent of those participants are on track—meeting and exceeding Year 1 goals.
- Metric 3.17 & 3.18: 100 percent of high schoolers were enrolled only in A-G approved courses and informed about dual enrollment (CCAP established for Fall 2025).
- Metrics 3.21: TK–6 proficiency reached 91.9 percent—exceeding the 90 percent target.

Areas Needing Growth:

- Metric 3.9 & 3.10: A-G completion (34.1 percent vs. 40 percent goal) and standalone CTE pathway completion (22.7 percent vs. 40 percent goal) fell short. Late enrollments (e.g., credit-recovery demands) limited student ability to finish coursework.
- Metric 3.14: AP exam tracking was nonexistent in Year 1, making it impossible to measure pass rates. Hiring two additional counselors was a necessary first step, but results won't appear until Year 2.
- Metric 3.19: While 83.3 percent of participating 12th graders completed two CTE courses, that represented only 26 percent of the cohort—well under the 90 percent goal. Similar gaps existed in 11th grade (25.8 percent cohort completion). Implementation of early CTE counseling and course sequencing needs strengthening.
- Metric 3.22: 7th–8th proficiency was 86.7 percent (versus 90 percent)—notable dips occurred in CTE courses like Photography and Graphic Design.

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

Based on insights from Year 1 implementation, SCALE Leadership Academy-East has made targeted adjustments to improve Goal 3 outcomes in 2024–25. These changes focus on strengthening data systems, refining interventions, expanding access to college and career pathways, and deepening family engagement.

Data Systems & Teacher Supports (Metrics 3.1–3.8):

Refine SIS Data Integration: Full integration of Star 360 growth data and CAASPP scores so real-time dashboards reflect all subgroups accurately. That means fewer “missing SSIDs” and more consistent tracking of EL, SPED, and Homeless students from day one.

Ongoing Renaissance PD: Schedule quarterly “Data Dive” sessions with Renaissance specialists so teachers become fluent in pulling and interpreting subgroup growth reports. This will reinforce data-driven instruction practices.

Subgroup Intervention Rollout: Implement the remaining Actions (3.6–3.12) in earnest: expand co-teaching for SPED/General Education, host parent workshops (in multiple languages) to help families support EL and Homeless students, and ensure IEP goals are revisited each quarter rather than yearly.

Parent Engagement Workshops: Launch a series of focused workshops (one per quarter) to educate families on CAASPP, Star 360 growth reports, and how to view their child’s data in the SIS.

College & Career Pathway Enhancements (Metrics 3.9–3.22):

A-G & CTE Course Planning: Refine transcript analysis protocols at intake—creating a “graduation roadmap” for each high schooler that flags A-G and CTE requirements immediately. Counselors will meet with students within the first two weeks of enrollment to confirm course sequencing and prevent late enrollments.

Dedicated CTE Coordinator Role: Hire or designate a CTE Coordinator to oversee pathway mapping, manage course enrollments, and liaise with CTE providers. This role will also track completion rates per cohort in real time.

Expand AP & Dual Enrollment Access: Coordinate Level II AP authorization so AP exams can be administered on campus. Increase outreach by hiring a counselor to serve as the AP Coordinator to run the program. Similarly, strengthen dual enrollment with Norco College to offer more opportunities for our students.

CTE Early Access & Integration: Embed CTE course information into freshmen orientation and 9th-grade academic planning so students understand pathway options before scheduling. This will aim to raise overall cohort CTE completion from ~26 percent toward the 90 percent target.

Middle School Support in CTE (Metric 3.22): Offer small-group instruction led by CTE teachers to improve final course grades.

Ongoing Monitoring & Adjustments:

Quarterly LCAP Checkpoints: Convene a Goal 3 “Steering Committee” (including administrators, counselors, and data specialists) every quarter to review Metric 3.1–3.22 data, adjust interventions, and reallocate resources as needed.

Budget Alignment for Unduplicated Pupils: Ensure that expenditures designated for EL, SPED, Homeless, and socioeconomically disadvantaged students are being spent on targeted support (e.g., translation services, tutoring, adaptive technology), and measure their impact on DFS and growth.

Summary

Year 1 (2023–24) was a foundation year—we cleaned data, learned Renaissance reporting, and began initial interventions. Metrics 3.1–3.8 showed early gains (especially SPED and Hispanic subgroups in Math), but also revealed where data systems and specialized supports needed improvement.

Metrics 3.9–3.22 illustrated our burgeoning college and career pathways—we exceeded goals in areas like continuous CTE enrollment support (3.11) and dual enrollment awareness (3.18), but fell short on A-G and CTE completion rates.

Moving into 2024–25, we will strengthen SIS integration, expand PD, fully implement subgroup interventions, refine course planning, and hire key personnel (additional counselors and CTE Coordinator). These steps are designed to build on Year 1’s foundation and drive measurable improvements across all Goal 3 indicators.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Assessing students	Required assessments for all students will be completed throughout the year, as well as testing resources (computers, headsets, wi-fi) and expenditures. Our technical assistants help maintain systems for communication and platform access.	\$192,106.00	No
3.2	Assessing students	Throughout the year, formative assessments and benchmark assessments will be utilized to monitor student progress and make necessary adjustments to instruction. A new benchmarking system will be acquired and implemented in 2024-2025 school year. The overall goal is to use a robust system of assessment to inform instruction, promote continuous improvement, and achieve the targeted academic performance outcomes.	\$48,413.00	No
3.3	Data-Driven Instruction	To achieve the academic performance goals set for SLA East, a comprehensive data-driven instruction approach will be implemented. This involves regularly analyzing CAASPP data and Star 360 data to identify areas of strength and weakness.	\$52,398.00	No
3.4	Data-Driven Instruction	Professional development on data analysis for teachers will be a critical component, ensuring they are equipped to interpret and act on the data	\$28,598.00	No

Action #	Title	Description	Total Funds	Contributing
		effectively. Dedicated "Data Dive" days will be scheduled, during which teachers will have the opportunity to delve deeply into interim assessment data, diagnostic data, and benchmark assessments. Interim assessments and diagnostic tools will be integrated into the instructional plan, providing timely insights into student progress.		
3.5	Data-Driven Instruction Training	The implementation of this data-driven approach will require significant resources, including professional development workshops. Additionally, the integration of adaptive technologies and regular monitoring systems will necessitate an investment in both technology and training, ensuring that teachers can utilize these tools effectively to enhance student learning outcomes.	\$29,331.60	No
3.6	Multi-Tiered Systems of Supports (MTSS)	Differentiated Multi-Tiered Systems of Support (MTSS) targeting the specific needs of low-income, African American, Homeless, and English learner students to improve achievement. This includes professional development for teachers on differentiated instruction and culturally responsive teaching practices, with universal, targeted, and intensive interventions. Support for low-income students will address socio-economic barriers through technology access. For African American students, we will enhance mentorship programs, develop culturally relevant curriculum, and engage families through community events. Homeless students will receive stability and support via coordination with social services and local agencies. English learners will benefit from bilingual education programs and family language support, while Hispanic students will receive increased family engagement and academic support, including resources in their native language. These comprehensive actions aim to provide tailored guidance and resources to ensure the success of all students.	\$125,571.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.7	Curriculum Alignment	Ensure the curriculum is aligned with CAASPP standards. Conduct curriculum audits with curriculum specialists.	\$67,022.00	No
3.8	Parental Engagement: Assessment Workshop	Increase parental involvement in their children's education. Host workshops to help parents understand the CAASPP standards and LEA Assessment protocols and how they can support their children at home. Materials in multiple languages and flexible meeting times.	\$12,164.50	No
3.9	Individualized Education Plans (IEPs)	Ensure IEPs are effectively implemented and regularly reviewed. Conduct regular IEP meetings to set and review goals, and adjust instructional strategies as needed. Conduct regular IEP audits to set and review goals, and adjust instructional strategies as needed.	\$15,821.00	No
3.10	Specialized Instruction	Specialized Instruction for Students with Disabilities (SWD) is planned to be supported in part by the Learning Recovery Emergency Block Grant (LREBG), which has not yet been fully expended. This action provides specialized instruction tailored to the needs of SWD using evidence-based teaching methods and adaptive learning technologies. These supports are designed to address persistent learning gaps and support academic growth in core subjects, with a focus on mathematics, where SWD performed at the Red level on the California School Dashboard.	\$102,910.50	No

Action #	Title	Description	Total Funds	Contributing
		LREBG funds will support instructional staffing, access to intervention software, and training in adaptive instructional practices. These expenditures align with allowable LREBG uses by addressing the academic impact of COVID-19 and providing learning acceleration for student groups disproportionately affected by the pandemic. This action was selected based on local needs assessment findings and performance data that highlight continued underperformance in math among SWD.		
3.11	Collaboration Between General and Special Education Teachers	Foster collaboration between general education and special education teachers. Implement co-teaching models and regular planning meetings.	\$16,539.00	No
3.12	Parental Support: Students with Special Needs	Engage parents of SPED students in the educational process. Provide training and resources for parents to support their children's learning at home.	\$5,045.00	No
3.13	College and Career Readiness Support	College and career counseling services tailored to support unduplicated student populations, including African American and Homeless students. We will implement a comprehensive counseling program to ensure students know A-G requirements and CTE pathways. Partnerships with local community colleges will expand dual enrollment opportunities, enabling students to earn college credits while in high school. We will conduct intensive preparation workshops for SAT, ACT, and AP exams. Additionally, we will increase parent and community engagement through workshops and virtual sessions, utilizing partnerships for resources. These efforts aim to enhance college and career readiness, providing our students with the guidance and resources needed for academic and career success.	\$381,392.00	No

Action #	Title	Description	Total Funds	Contributing
3.14	Comprehensive AP Support Program	Become a testing site to enhance accessibility for our students.	\$5,412.00	No
3.15	Expanded A-G Approved Course Offerings	Increase the number of A-G approved courses available to students, ensuring a wide range of subjects that meet college entrance requirements.	\$58,256.00	No
3.16	Proficiency in core academic areas for elementary and middle school students	Enhance core academic programs for elementary and middle school students, focusing on English, Mathematics, Social Sciences, Science, Visual and Performing Arts (VAPA), Health, and Physical Education (PE).	\$63,265.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	SLA East will continuously enhance parent engagement and school climate by fostering active parental involvement. The LEA will actively seek parent input in decision-making processes and promote parental participation in programs for all students, including specific efforts for economically disadvantaged pupils, English learners, foster youth, and individuals with exceptional needs.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The LEA chose this goal because it incorporates regular feedback loops and surveys to gauge parent satisfaction and identify areas for improvement. Additionally, this goal fosters active parental involvement by creating opportunities for parents to participate in school activities and decision-making processes. Finally, this goal reinforces regular communication channels between the school and parents. This goal includes actions that may be ongoing without significant changes, tracking performance on metrics not addressed in other goals. It encompasses various aspects of parent engagement and school climate improvement, affecting the entire student population while also focusing on specific student groups. It is reflective of continuous effort and involves enhancing and fostering existing practices.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	100% of parents will be solicited for input in making decisions for the school.	100% of parents will be solicited for input in making decisions for the school.	Parents play an essential role in shaping the educational experience and success of students. To		100% of parents will be solicited for input in making decisions for the school.	The goal of soliciting input from 100% of parents was met through multiple communication methods, including

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>ensure 100% parent participation in decision-making processes, a comprehensive approach was developed to solicit input throughout the year. The goal is to create an inclusive school environment where parents are empowered to engage, share their perspectives, and contribute to the direction of the school.</p> <p>To capture parent feedback, surveys were distributed during the second semester, allowing parents to express their opinions on various aspects of school operations. Additionally, one parent-teacher conference was held each semester, providing opportunities for parents to discuss</p>			<p>surveys, conferences, newsletters, digital platforms, and the School Site Council. More structured and consistent outreach efforts have been implemented to ensure every parent has the opportunity to engage and provide input.</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>their child's progress and offer input on academic strategies, available resources, and any concerns.</p> <p>Quarterly newsletters were shared to inform families about school events, updates, and upcoming initiatives, with clear calls for input on matters directly affecting the school community. Communication tools such as Google Classroom and Remind were used to keep parents informed about school activities and decisions, as well as to facilitate direct communication between parents and teachers. These platforms also served as a</p>			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>means to invite participation.</p> <p>The School Site Council, which includes a representative group of parents, met regularly to discuss and provide input on significant school issues, ensuring parent voices remain integral to school governance.</p> <p>As a result of these efforts, a steady increase in parent participation in school decision-making has been observed. These initiatives will continue to be expanded to ensure that 100% of parents have the opportunity to provide input.</p>			
4.2	80% of parents will participate in biannual	80% of parents will participate in biannual	Parent participation in		80% of parents will participate in	The goal of 80% parent participation

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	parent teacher conferences and Individual Learning Plan (ILP) Review if applicable.	parent teacher conferences and Individual Learning Plan (ILP) Review if applicable.	<p>both rounds of parent-teacher conferences exceeded the established goal this school year. During the first semester, participation reached 95%, and in the second semester, it increased to 97%, reflecting a strong and growing partnership between the school and its families.</p> <p>These conferences provide critical opportunities to review academic progress, discuss student needs, and evaluate and revise Individual Learning Plans (ILPs). High participation rates highlight the commitment of families to student success and the staff's dedication</p>		biannual parent teacher conferences and Individual Learning Plan (ILP) Review if applicable.	in biannual conferences was exceeded. Participation increased compared to prior years, reaching 95% in the first semester and 97% in the second semester. This reflects a significant improvement in parent engagement and the effectiveness of consistent outreach efforts.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>to open, consistent communication.</p> <p>A variety of communication tools—including phone calls, emails, Google Classroom, and Remind—were utilized to ensure families remained informed and engaged. This consistent outreach has played a vital role in maintaining high levels of involvement and ensuring students receive the academic support they need.</p>			
4.3	100% of parents of students of unduplicated pupils will be offered trainings linked to student learning and social-emotional development.	100% of parents of students of unduplicated pupils will be offered trainings linked to student learning and social-emotional development.	In alignment with the goal to provide 100% of parents of unduplicated pupils with access to trainings related to student learning and social-emotional development, significant		100% of parents of students of unduplicated pupils will be offered trainings linked to student learning and social-emotional development.	The baseline goal is to offer 100% of parents of unduplicated pupils access to trainings linked to student learning and social-emotional development. In Year 1, SCALE

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>progress has been made in offering meaningful resources and engagement opportunities for families.</p> <p>An initial partnership with eLuma led to two workshops focused on enhancing student learning and emotional well-being. Building on that success, three additional parent workshops were offered during the second semester, resulting in a total of five workshops for the school year. These sessions ensured multiple opportunities for parents to engage in their children's academic and emotional development.</p> <p>In addition to the collaboration with eLuma, the</p>			<p>Leadership Academy-East offered five training sessions, demonstrating clear progress toward this goal. To further strengthen parent engagement and support, the number of trainings is expected to increase in the upcoming year.</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			counseling team continued to facilitate targeted workshops designed to equip families with tools to support academic achievement and social-emotional growth at home. These ongoing efforts reflect continued progress toward full implementation of this LCAP goal and the development of strong home-school partnerships.			
4.4	100% of parents will be solicited for parental participation in programs for individuals with exceptional needs.	100% of parents will be solicited for parental participation in programs for individuals with exceptional needs.			100% of parents will be solicited for parental participation in programs for individuals with exceptional needs.	
4.5	80% of stakeholders experience the school climate as positive and safe as indicated by	80% of stakeholders experience the school climate as positive and safe as indicated by	SCALE Leadership Academy-East is committed to fostering a positive, inclusive,		80% of stakeholders experience the school climate as positive and safe	The baseline goal of 80% stakeholder satisfaction with school climate has

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	annual parent, student, and staff surveys.	annual parent, student, and staff surveys.	<p>and safe school environment for all students, families, and staff. Strong relationships and clear communication have been foundational to building trust and engagement across the school community.</p> <p>According to annual stakeholder surveys, the school met its goal, with 80% of respondents reporting a positive perception of school climate. This outcome reflects the effectiveness of efforts to promote a supportive culture through respectful interactions, responsive communication, and consistent collaboration among staff,</p>		as indicated by annual parent, student, and staff surveys.	been met. Continued implementation of climate surveys and intentional engagement strategies have supported the maintenance of this positive perception among students, parents, and staff. Ongoing efforts will focus on continuous improvement to ensure a consistently positive and safe environment for all members of the school community.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>students, and families.</p> <p>While the target was met, continued improvement remains a priority. Plans are in place to enhance staff wellness supports, increase student engagement initiatives, and further strengthen parent partnerships to ensure all members of the school community feel connected, supported, and safe.</p>			

Goal Analysis [2024-25]

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

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

Goal 4 was implemented to foster high levels of parent engagement and improve the overall school climate. The LEA emphasized structured opportunities for parent input, regular communication, and inclusive engagement strategies. Key actions included biannual parent-teacher conferences, ILP reviews, stakeholder surveys, parent workshops, and School Site Council participation.

The implementation remained closely aligned with the original plan. A notable success was the increase in parent participation during both rounds of conferences, with rates rising from 95% in the first semester to 97% in the second. The school also met its goal of offering trainings linked to student learning and social-emotional development by conducting five parent workshops through partnerships with eLuma and the

counseling team. Parent feedback was consistently solicited through surveys, newsletters, and digital platforms like Google Classroom and Remind.

Challenges were minimal, with the primary focus now shifting from implementation to expanding the depth and frequency of offerings. Additionally, the school successfully met its baseline for stakeholder satisfaction, with 80% of parents, students, and staff reporting a positive perception of school climate.

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

All services identified as contributing to increased or improved services were delivered as intended, and planned percentages were met or exceeded.

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

The actions implemented under Goal 4 have proven to be highly effective in promoting stakeholder engagement and fostering a positive school climate. All related metrics were either met or exceeded:

Goal 4.1: 100% of parents were actively solicited for decision-making input.

Goal 4.2: Parent participation in conferences surpassed the 80% target, reaching an impressive 97%.

Goal 4.3: Trainings were successfully offered to 100% of parents of unduplicated pupils.

Goal 4.4: Solicitation for participation in programs for students with exceptional needs achieved 100%.

Goal 4.5: 80% of stakeholders reported experiencing the school climate as positive and safe.

These results indicate significant progress toward the goal of building a collaborative, inclusive, and supportive educational environment. The marked increase in parent engagement, combined with consistent communication and outreach efforts, has strengthened family-school partnerships and positively influenced the overall school climate.

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

Based on Year 1 implementation and outcomes, the goal, metrics, and actions will largely remain the same, as they have proven effective. However, enhancements are planned in the following areas:

Increase the number of parent workshops next year to further support academic and emotional development at home.

Expand outreach through additional communication channels to ensure every parent remains informed and empowered.

Continue refining feedback loops through more timely and diverse surveys.

No actions have been identified as ineffective. Instead, the LEA is focused on scaling successful strategies and deepening engagement to sustain and build on this year's gains.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Parent Engagement	Parent engagement involves fostering collaborative partnerships between parents and the school to support student success. It includes effective communication, parent education, conferences, volunteering opportunities, resource centers, family events, and home- school partnerships.	\$43,069.00	No
4.2	Regular Parent Surveys	Conduct biannual surveys to solicit input from parents on school decisions, including curriculum changes, extracurricular activities, and school policies.	\$58,374.00	No
4.3	Enhanced Parent and Community Engagement	Targeted outreach strategies to involve parents and guardians in their children's education. Workshops, resources, and collaborations with community organizations are offered to support parents and address the unique needs of unduplicated student groups and their families.	\$77,299.20	No

Action #	Title	Description	Total Funds	Contributing
4.4	Parent Advisory Committees	Reinforce the Parent Advisory Committees (PACs) that meet monthly - quarterly to discuss school decision-making. Use virtual meeting platforms like Zoom to include parents who cannot attend in person, ensuring wider participation.	\$52,547.00	No
4.5	Parent Participation: PTC	Offer flexible scheduling for parent-teacher conferences, including evenings. Use an online scheduling tool to manage appointments. Provide virtual conference options to accommodate parents who are unable to attend in person.	\$54,374.00	No
4.6	Parent Participation: ILP	Conduct workshops to help parents understand the ILP process and how to support their child's learning at home.	\$11,276.00	No
4.7	Parent Training Programs	Offer monthly training sessions on topics such as literacy support, math skills, and social-emotional learning. Partner with local universities and educational organizations for expertise. Record training sessions and create an online resource library for parents to access at any time.	\$44,389.00	No

Action #	Title	Description	Total Funds	Contributing
4.8	Social-Emotional Learning (SEL) Workshops	Conduct SEL workshops to help parents support their child's emotional well-being. Utilize SEL programs like Second Step or e-Luma to provide structured content. Continue to utilize a parent newsletter with SEL tips and strategies, distributed both digitally and in print.	\$13,586.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	SLA East will continuously improve and maintain pupil engagement as measured by multiple indicators including, but not limited to, rates associated with attendance, chronic absenteeism, dropout (middle and high school), and high school graduation, with all metrics being met within 5%.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The LEA chose this goal because it utilizes a range of metrics (attendance, chronic absenteeism, dropout rates, and graduation rates), providing a holistic view of pupil engagement. It has a balanced focus addressing both attendance and graduation metrics ensures that engagement is tracked throughout the students' educational journey. The goal emphasizes continuous improvement, suggesting that efforts to enhance pupil engagement will be ongoing rather than one-time initiatives. The goal includes a measurable target (metrics being met within 5%), which provides a clear benchmark for success. The goal involves ongoing efforts to improve and maintain pupil engagement, indicating a continuous process rather than a single, focused intervention. This approach ensures that various aspects of pupil engagement are monitored and enhanced, reflecting a comprehensive and inclusive strategy.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Students will attend school at a rate of 93% or more	Students will attend school at a rate of 93% or more	The goal of achieving a student attendance rate of 93% or higher was met in the 2023–24 school year. As an independent study school, attendance is determined		Students will attend school at a rate of 93% or more	The attendance goal was exceeded by 4.54%. While the baseline metric set a target of 93%, the actual attendance rate reached 97.54%. This outcome

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>based on completed and evaluated work rather than daily presence. Using California's independent study attendance criteria, our data indicates an estimated attendance rate of 97.54%, exceeding the established goal.</p> <p>This calculation is based on a cumulative enrollment of 1,357 students, of whom 185 had one or more absences. The average number of days absent among these students was 32.5. Despite a 100% rate of incomplete independent study absences for those with missed days, the overall rate of completed assignments certified by teachers ensured</p>			reflects the strength of our engagement strategies and ongoing student monitoring systems in sustaining high levels of participation in the independent study setting.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>high attendance compliance.</p> <p>These results reflect the effectiveness of our student engagement protocols, individualized support plans, and continuous monitoring processes. The school's focus on reengagement and academic accountability contributed to strong attendance outcomes consistent with the requirements for independent study programs.</p>			
5.2	Chronic absenteeism will be identified, addressed, and rectified in 80% of all cases.	Chronic absenteeism will be identified, addressed, and rectified in 80% of all cases.	The goal of addressing chronic absenteeism in 80% of identified cases was met during Year 1. This outcome was achieved through the implementation		Chronic absenteeism will be identified, addressed, and rectified in 80% of all cases.	0% difference from baseline; metric was met.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>of our truancy prevention system, as outlined in our district's Truancy Policy. Teachers conducted weekly reviews to identify students exhibiting signs of disengagement. When students demonstrated low engagement, they were monitored over a three-week period. During this time, families received low engagement notices as an early intervention measure.</p> <p>If a student approached the threshold of 10% absenteeism within a learning period, a staff-led conference was conducted to emphasize the academic and social impact of continued disengagement. These</p>			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>interventions led to re-engagement for a majority of students, who were then continuously monitored to ensure sustained improvement.</p> <p>For students whose absenteeism persisted and exceeded the 10% threshold, formal truancy meetings were held with students and families. These meetings reinforced district expectations, clarified consequences, and identified individualized supports. This multi-tiered system of identification, outreach, intervention, and monitoring contributed to successfully rectifying chronic absenteeism in</p>			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			80% of documented cases.			
5.3	90% of middle school students will graduate, except for those who relocate.	90% of middle school students will graduate, except for those who relocate.	<p>SCALE Leadership Academy-East set a goal for 90% of middle school students to be promoted, excluding those who relocate. In 2023–2024, 100% of middle school students were promoted to the next grade level, surpassing the target.</p> <p>This outcome reflects the effectiveness of personalized academic recovery plans, which include interventions such as tutoring, progress monitoring, and access to supplemental resources. Educators and support staff collaborated with</p>		90% of middle school students will graduate, except for those who relocate.	The school met and exceeded the 90% promotion goal for middle school students (excluding those who relocated), achieving a 100% promotion rate in 2023–2024. This outcome reflects the effectiveness of academic supports and intervention strategies.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>families to provide wraparound services that addressed academic needs early, helping students stay on track and engaged.</p> <p>These supports contributed to high promotion rates and will continue to be a key strategy for ensuring student readiness and success in subsequent grade levels.</p>			
5.4	SLA East will maintain a high school dropout rate of less than 5%.	The baseline dropout rate is > 5%	SCALE Leadership Academy-East aims to maintain a high school dropout rate below 5%. In the 2023–2024 school year, the dropout rate was 12.2%, exceeding the target. Contributing factors included students not picked up by other		SLA East will maintain a high school dropout rate of less than 5%.	The 2023–2024 dropout rate was 12.2%, which is 7.2 percentage points above the 5% target. The projected rate for 2024–2025 is 11%, reflecting modest improvement. Continued efforts in counseling, engagement, and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>districts, unlocatable students despite follow-up, and students requiring a fifth year to meet graduation requirements.</p> <p>In response, the school strengthened academic counseling, implemented targeted interventions, and improved student tracking to support at-risk students and ensure accurate exit coding.</p> <p>For 2024–2025, based on data from a 49-student four- and five-year cohort, the projected dropout rate is 11%. This includes two unlocatable students, one continuing into a fifth year, and one student unlikely to</p>			tracking are in place to help further reduce the rate.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			graduate. While this remains above the 5% goal, it reflects a slight improvement and highlights areas for continued intervention and outreach.			
5.5	90% of high school students will graduate within a 4th or 5th-year cohort or matriculate into a GED, Credit Recovery, or CTE/Vocational Program.	90% of high school students will graduate within a 4th or 5th-year cohort or matriculate into a GED, Credit Recovery, or CTE/Vocational Program.	SCALE Leadership Academy-East set a goal for 90% of high school students to graduate within a 4- or 5-year cohort or transition into a GED, credit recovery, or CTE/vocational program. In 2023–2024, the school achieved a 90.9% graduation/completion rate, meeting the LCAP goal. This includes 38 on-time graduates, one student continuing into a fifth year, and one enrolled in a credit recovery program. Four students were unlocatable		90% of high school students will graduate within a 4th or 5th-year cohort or matriculate into a GED, Credit Recovery, or CTE/Vocational Program.	The current graduation rate is 0.9 percentage points above the baseline target, indicating that SCALE Leadership Academy-East has slightly exceeded the goal.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>and not picked up by another California public school, highlighting the need for improved tracking and follow-up. For 2024–2025, the projected completion rate is 95.6% among students who remain enrolled, with two students' outcomes unverified due to relocation.</p> <p>Continued efforts focus on expanding student support systems and transition pathways to sustain and improve outcomes.</p>			
5.6	Pupil suspension rates will not exceed 10%.	Pupil suspension rates will not exceed 10%.	SCALE Leadership Academy-East maintained full compliance with the goal of limiting pupil suspensions. The suspension rate for the 2023–2024 school year remained at 0%,		Pupil suspension rates will not exceed 10%.	The 2023–2024 pupil suspension rate was 0%, meeting the goal.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			reflecting the school's continued focus on maintaining a positive and supportive learning environment.			
5.7	Pupil expulsion rates will not exceed 5%	Pupil expulsion rates will not exceed 5%	SCALE Leadership Academy-East maintained full compliance with its goal of keeping the pupil expulsion rate at 0% for the 2023–2024 school year. This reflects the school's commitment to providing a supportive and structured learning environment for all students.		Pupil expulsion rates will not exceed 5%	The 2023–2024 pupil expulsion rate was 0%, meeting the goal and remaining 5 percentage points below the 5% threshold.

Goal Analysis [2024-25]

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

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

During the 2023–2024 school year, SCALE Leadership Academy-East implemented Goal 5 through a coordinated approach focused on improving attendance, reducing chronic absenteeism, supporting student promotion and graduation, and maintaining a safe, supportive school climate. As an independent study school, student attendance and engagement were tracked using completed and evaluated assignments in compliance with California's independent study attendance rules. Attendance goals were supported by weekly engagement reviews, early outreach to families, and re-engagement conferences, which collectively helped ensure high levels of participation.

For chronic absenteeism, the school employed a three-tiered response system aligned with the Truancy Policy. Weekly low-engagement alerts triggered early interventions, while formal meetings and case reviews were used for students nearing or exceeding the 10% absentee threshold. This proactive approach enabled the school to meet its goal of addressing and rectifying 80% of chronic absenteeism cases.

Middle school promotion and high school graduation support were delivered through targeted academic interventions, progress monitoring, and family collaboration. All middle school students were promoted, and a majority of high school students either graduated or transitioned into appropriate programs. However, the high school dropout rate exceeded the 5% target. This challenge was due in part to mobility issues and students needing extended time to complete credits. The school responded by enhancing academic counseling and student tracking efforts.

In terms of school climate, the school achieved 0% suspension and expulsion rates. This success is attributed to the consistent use of restorative practices, staff training, and a commitment to positive behavioral supports.

There were no significant deviations from the planned actions outlined in the LCAP. However, unanticipated barriers included difficulty in tracking students who relocated or disengaged without formal withdrawal, which impacted dropout data. Despite this, the school experienced several implementation successes, particularly in maintaining high engagement and zero disciplinary exclusions, which reflect a safe and inclusive learning environment.

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

There were no material differences between the budgeted and estimated actual expenditures for Goal 5. All planned actions, including student engagement monitoring, counseling support, and re-engagement processes, were implemented as outlined in the LCAP. Staff time, intervention services, and family outreach activities were funded and delivered as anticipated.

Similarly, there was no significant deviation between the planned and actual percentages of improved services for unduplicated students. Services such as academic counseling, individualized support plans, and early intervention protocols were consistently provided and tailored to meet the specific needs of students who are low-income, English learners, or foster youth. The proportionality requirement was met as services were both increased and improved through the targeted use of staff resources and engagement strategies.

In summary, the actions contributing to Goal 5 were executed within budget and aligned with the projected service improvements outlined in the LCAP. All funds allocated to this goal were used as intended, resulting in positive outcomes in attendance, promotion, and school climate.

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

The actions implemented under Goal 5 were largely effective in supporting pupil engagement, reducing absenteeism, and maintaining a positive school climate.

Monitoring student engagement weekly and issuing low-engagement alerts proved effective in identifying at-risk students early. These interventions contributed to a high attendance rate of 97.54%, exceeding the 93% target. The structured three-week engagement monitoring process, including parent notifications and student re-engagement meetings, played a central role in supporting student participation in the independent study model.

The multi-tiered truancy protocol also demonstrated its effectiveness, helping the school meet its target of addressing and rectifying chronic absenteeism in 80% of cases. Staff-led conferences and formal truancy meetings reinforced accountability and supported re-engagement for students struggling with attendance.

Academic supports such as personalized learning plans, progress monitoring, and credit recovery options were highly effective in ensuring promotion and graduation. The middle school promotion rate reached 100%, and 90.9% of high school students graduated or transitioned into postsecondary or vocational pathways, meeting the goal.

However, the dropout rate remained above target at 12.2%, revealing partial ineffectiveness in student tracking and follow-up with mobile or disengaged students. While interventions were in place, the complexity of re-engaging transient students or those without a receiving school presented ongoing challenges.

Finally, actions to promote a safe and supportive environment—such as restorative practices, staff training, and behavioral support systems—were highly effective, resulting in a 0% suspension and expulsion rate.

Overall, the implemented actions have demonstrated strong effectiveness in most areas of Goal 5, with continued refinement needed in dropout prevention and student retention strategies.

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

Based on the implementation outcomes and challenges from the 2023–2024 school year, SCALE Leadership Academy-East has made several adjustments to improve the effectiveness of Goal 5 in the coming year.

While most targets were met or exceeded—including attendance, chronic absenteeism resolution, promotion, and behavior outcomes—the school did not meet its dropout rate target. As a result, enhanced actions have been planned for 2024–2025 to strengthen dropout prevention. These include earlier academic counseling interventions for students flagged as at risk, a refined system for verifying and coding student exits, and more consistent follow-up protocols for students who relocate or disengage without formal notice.

Additionally, the school has adjusted its internal tracking system to better align with cohort definitions and ensure more accurate identification of students needing fifth-year or alternative pathway support. The projected dropout rate is expected to decline slightly, and these changes aim to build on that trend.

No changes were made to the attendance, suspension, expulsion, or promotion goals, as those metrics were achieved and the existing actions remain effective. However, internal practices will continue to be monitored and adjusted as needed to maintain high performance.

In summary, refinements for the upcoming year focus primarily on reducing the dropout rate and strengthening the accuracy and responsiveness of student engagement and retention systems.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Culturally Responsive Teaching and Curriculum	Educators will receive professional development opportunities to enhance their cultural competence and meet the diverse needs of unduplicated student group populations.	\$119,182.56	Yes
5.2	Targeted Academic Support	Additional resources will be allocated for academic interventions. Personalized support will be provided through tutors, additional staff duties, and evidence-based strategies will be implemented to improve student outcomes and address the specific needs of unduplicated populations, including African American and Homeless students.	\$157,318.00	Yes
5.3	Targeted Academic Support	Additional resources allocated for academic interventions, personalized support will be provided through additional staff duties, and evidence-based strategies will be implemented to improve student outcomes.	\$125,819.00	No

Action #	Title	Description	Total Funds	Contributing
5.4	Expanded Social-Emotional Support	Efforts will be made to enhance support services, including additional counseling services and contracting professionals like school psychologists or social workers, to address the specific needs of unduplicated populations, including African American and Homeless students.	\$1,183,287.00	Yes
5.5	Data Analysis and Monitoring	Data analysis and monitoring involve the systematic collection, analysis, and interpretation of data to inform decision-making and track progress towards goals in education for all students. It helps SCALE identify trends, disparities, and areas for improvement, enabling targeted interventions and resource allocation. By utilizing data effectively, we can make informed decisions, evaluate interventions, and continuously improve educational outcomes.	\$52,424.00	No
5.6	Remedy Chronic Absenteeism	To remedy chronic absenteeism, we will reexamine the academic intervention program, early alert system, and truancy process for identifying and rectifying attendance issues. Reports will be generated every four weeks to monitor and address attendance concerns promptly. Use data analytics platforms to monitor attendance patterns. Use predictive analytics to forecast absenteeism trends and intervene before patterns become problematic.	\$56,351.00	No

Action #	Title	Description	Total Funds	Contributing
5.7	Attendance Incentive Programs	Implement monthly and quarterly attendance incentive programs that reward students for maintaining high attendance rates.	\$88,329.00	No
5.8	Parent Engagement and Education	Conduct workshops and informational sessions to educate parents on the importance of regular school attendance and how they can support their children. Collaborate with community organizations for additional support and resources. Utilize attendance tracking mobile app for parents to monitor their child's attendance and receive notifications and tips.	\$22,402.00	No
5.9	Credit Recovery Programs	Expand credit recovery programs to help students make up for missed credits and stay on track for graduation. Use online credit recovery platforms and hire additional instructors. Continue to implement an accelerated learning option that allows students to recover credits more quickly through intensive, short-term courses.	\$79,124.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$2,097,282.00	\$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
13.754%	0.000%	\$0.00	13.754%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.1	<p>Action: ELL Teaching Resources</p> <p>Need: SLA East's identified need is to provide tailored educational support for English Learners through a curriculum aligned with ELD standards and additional instruction by a team of specialists and teachers.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>The actions are specifically designed to address the needs of English Learners by utilizing a dedicated team of specialists and teachers who collaboratively develop a curriculum that aligns with ELD standards. This curriculum planning is complemented by additional instruction aimed at enhancing the general educational content, ensuring that the specialized needs of English Learners are effectively met. This strategic approach is intended to improve academic outcomes for English Learners by providing them with the necessary support and resources to succeed in their educational journey.</p>	2.1
2.2	<p>Action: ELL Professional Developments</p> <p>Need:</p>	<p>The actions designed to address the needs of English Learners at SLA East include conducting professional development workshops that focus on ELD standards and the specific needs of ELs. These workshops are aimed at equipping teachers with the knowledge and skills to align the SLA curriculum with these standards, and provide them</p>	2.2

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>The identified need for professional development and ongoing support for teachers to effectively integrate ELD standards into the SLA curriculum, differentiate instruction, and scaffold learning specifically for English Learners. This is aimed at enhancing teachers' ability to support language development and ensure that English Learners can fully access and benefit from the curriculum, thereby promoting their academic success</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>with ongoing support to differentiate and scaffold learning. Additionally, fostering collaboration among teachers and emphasizing language development instruction are key components of these actions. This comprehensive approach helps ensure that teachers can effectively implement the standards, enabling English Learners to access and succeed in their academic pursuits.</p>	
2.3	<p>Action: Data Analysis and Monitoring</p> <p>Need: The identified need is for systematic data analysis and monitoring to inform decision-making and track progress towards educational goals for English Learners. This includes identifying trends, disparities, and areas for improvement, which enables targeted interventions and effective resource allocation. By effectively utilizing data, SCALE can make informed decisions, evaluate interventions, and continuously improve educational outcomes for English Learners.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>The actions designed to address the need for enhanced data-driven decision-making and monitoring for English Learners at SCALE include the systematic collection, analysis, and interpretation of data related to their educational progress. This action is intended to help SCALE identify trends, pinpoint disparities, and highlight areas that require improvement. By doing so, it enables the formulation of targeted interventions and the strategic allocation of resources. Utilizing data effectively allows for informed decision-making, the ability to evaluate the effectiveness of interventions, and supports continuous improvement in the educational outcomes of English Learners.</p>	2.3

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.4	<p>Action: Targeted ELL Support and Growth Initiative</p> <p>Need: The identified need for unduplicated pupils, specifically English Learners (ELs) at SLA East, is the precise identification of their English proficiency levels to effectively place them in targeted instructional groups. This approach is aimed at enhancing their academic growth through small group instruction, integration into the mainstream curriculum, and specialized instruction where necessary. Additionally, the goal is to increase their English proficiency by at least one level for a minimum of 15% of ELs by the end of the school year. To support this, there is a need for regular assessments and data analysis to tailor instruction and ensure appropriate support, coupled with professional development for teachers and increased parental involvement to bolster these educational strategies.</p>	<p>The actions designed to address the needs of English Learners at SLA East are strategically developed to support and enhance their educational outcomes. Firstly, by identifying the English proficiency levels of all ELs, the school can effectively place these students in targeted instructional groups. This is complemented by providing small group instruction tailored to their specific needs, integrating ELs into the mainstream curriculum, and offering specialized instruction where necessary to support their academic growth.</p> <p>The plan includes a measurable goal of achieving a minimum of 15% increase in ELs advancing at least one proficiency level by the end of the school year, which sets a clear benchmark for assessing progress. Regular assessments and data analysis are integral parts of this strategy, enabling continuous monitoring and adjustments to instruction based on detailed, data-driven insights.</p> <p>Furthermore, the action plan incorporates professional development for teachers, equipping them with the necessary skills and knowledge to effectively teach and support ELs. Increased parental involvement is also a critical component, ensuring that the educational efforts extend beyond the classroom and engage the broader community in supporting the academic success of English Learners. This holistic approach aims to create a supportive and effective educational environment for ELs at SLA East.</p>	2.4

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Scope: Limited to Unduplicated Student Group(s)</p>		
2.5	<p>Action: Enhanced Language Acquisition Programs</p> <p>Need: The identified Is to enhance and utilize the EL Hybrid Course effectively. This implies a need for improvements in the course structure and content to better serve English Learners, and to make full use of this hybrid educational model to meet their learning needs more efficiently</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	The actions designed to address the need to enhance and utilize the EL Hybrid Course will involve several strategic components.	2.5
2.6	<p>Action: Parent and Family Engagement</p> <p>Need: The identified need is to empower parents of English Learners with the knowledge and resources necessary to support their children's language development at home. This includes providing accessible and comprehensive support through workshops, informational sessions, and a multilingual parent portal. Additionally, the need extends to enhancing parental engagement and collaboration by</p>	<p>The actions designed to address the needs of parents of English Learners (ELs) are structured to enhance their capacity to support their children's language development effectively at home. Here's how each component is aimed at addressing the specific needs:</p> <p>Workshops and Informational Sessions: Conducting these sessions provides parents with the necessary knowledge and skills to assist their children in language acquisition and educational activities. These workshops aim to educate parents on language development strategies and how to create a supportive learning environment at home.</p>	2.6

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>partnering with local community organizations to offer additional resources and creating an interactive platform for ongoing communication and support.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Partnership with Local Community Organizations: By partnering with these organizations, the school can extend its reach and provide a broader array of resources and support to parents. This can include access to materials, additional educational programs, or even services like tutoring and counseling that might not be directly available through the school.</p> <p>Multilingual Parent Portal: The implementation of a multilingual parent portal ensures that all information and resources are accessible to parents in their native languages, reducing language barriers. This portal serves as a central hub for:</p> <p>Resources and Training Videos: These tools offer step-by-step guidance and educational content that parents can use to help their children.</p> <p>Regular Updates on Student Progress: Keeping parents informed about their child's academic progress and areas needing attention allows them to be proactive in seeking additional support or providing reinforcement at home.</p> <p>Interactive Features: Live Q&A sessions and forums for parent collaboration foster a community of support among parents. These features enable parents to ask questions directly to educators, share experiences, and receive peer advice. These actions are collectively designed to empower parents, giving them the tools and support needed to play an active role in their children's education, particularly in developing English proficiency. This, in turn, helps ensure that ELs have the support both at school and at home to succeed acadically.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.7	<p>Action: Progress in English Learner Progress Indicator (ELPI) levels and reclassification rates</p> <p>Need: The identified need is to foster a supportive and inclusive school environment for English Learners by integrating cultural enrichment programs into the curriculum. This involves creating opportunities for cultural engagement and exchange through partnerships with cultural organizations and community groups. Additionally, the need extends to enhancing language acquisition and cultural understanding through experiential learning events like cultural exchange events, language immersion days, and multicultural celebrations, aiming to strengthen the sense of belonging among students from diverse backgrounds.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>The actions designed to address the need for a supportive and inclusive environment for English Learners (ELs) through cultural enrichment programs are structured as follows:</p> <p>Integration of Cultural Enrichment Programs into the Curriculum: This action involves embedding cultural education within the existing curriculum to provide all students, especially ELs, with a deeper understanding of various cultures. This integration helps in creating a curriculum that reflects the diverse backgrounds of students, which can enhance student engagement and inclusivity.</p> <p>Partnerships with Cultural Organizations and Community Groups: By forming partnerships with local cultural organizations and community groups, the school can bring authentic cultural experiences into the educational setting. These partnerships enable the provision of resources, guest speakers, and unique learning opportunities that might otherwise be unavailable. They also help in bridging school activities with the wider community, making education more relevant to students' real-world experiences.</p> <p>Hosting Cultural Exchange Events: These events provide a platform for students to share their own cultures and learn about others. Such exchanges are vital in promoting mutual respect and understanding among students from diverse backgrounds.</p> <p>Language Immersion Days: Implementing language immersion days where students</p>	2.7

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		<p>participate in activities conducted in different languages can significantly boost language acquisition and confidence among ELs. These immersive experiences allow students to practice new languages in a natural and engaging context.</p> <p>Multicultural Celebrations: Celebrating different cultures through school events not only educates students about the world around them but also helps to foster a sense of belonging and pride among those from different ethnic backgrounds. These celebrations can be instrumental in promoting inclusivity and reducing feelings of isolation among ELs.</p> <p>Overall, these actions are designed not just to educate but to celebrate diversity, thereby creating a more welcoming and supportive school environment that acknowledges and respects the cultural contributions of all students, particularly English Learners. This holistic approach enhances language skills and cultural awareness, key components in the academic and social success of ELs.</p>	
3.6	<p>Action: Multi-Tiered Systems of Supports (MTSS)</p> <p>Need: The identified needs are as follows:</p> <p>Targeted Support for Low-Income Students: Addressing socio-economic barriers, particularly through technology access, to</p>	<p>The actions designed to address the needs of low-income, African American, homeless, and English learner students through Differentiated Multi-Tiered Systems of Support (MTSS) are strategically formulated as follows:</p> <p>Professional Development for Teachers: Conducting professional development workshops focused on differentiated instruction and culturally responsive teaching practices equips educators with the skills needed to effectively address</p>	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>ensure these students have the tools they need for academic success.</p> <p>Culturally Responsive Teaching for African American Students: Enhancing mentorship programs, developing culturally relevant curricula, and increasing family engagement through community events to support their academic achievement.</p> <p>Stability and Support for Homeless Students: Coordinating with social services and local agencies to provide stability and necessary support to address their unique challenges.</p> <p>Bilingual Education and Family Support for English Learners: Implement bilingual education programs and provide language support for their families to facilitate better communication and learning.</p> <p>Increased Family Engagement and Academic Support for Hispanic Students: Providing resources in their native language and fostering greater family involvement to improve educational outcomes.</p> <p>Professional Development for Teachers: Training teachers on differentiated instruction and culturally responsive teaching practices to effectively meet the diverse needs of these student groups.</p> <p>Implementation of Multi-Tiered Systems of Support (MTSS): Establishing universal, targeted, and intensive interventions tailored to</p>	<p>students' diverse needs. This ensures that teachers can provide appropriate support through universal, targeted, and intensive interventions.</p> <p>Support for Low-Income Students: Addressing socio-economic barriers by providing technology access ensures that low-income students have the necessary tools to fully engage in their education. This includes supplying devices and ensuring reliable internet connectivity.</p> <p>Culturally Responsive Support for African American Students: Enhancing mentorship programs connects students with role models and provides additional academic and social support. Developing culturally relevant curricula ensures that the educational content resonates with students' experiences and backgrounds. Engaging families through community events fosters a supportive home environment and strengthens school-family partnerships.</p> <p>Stability and Support for Homeless Students: Coordinating with social services and local agencies provides homeless students with stability and the necessary support to navigate their unique challenges. This includes ensuring access to housing, healthcare, and other essential services and creating a stable foundation for academic success.</p> <p>Bilingual Education and Family Support for English Learners: Implementing bilingual education programs helps English learners improve their language skills while continuing their education. Family language support ensures that parents can</p>	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>the specific needs of low-income, African American, Homeless, and English Learner students to enhance their academic achievement.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>effectively communicate with the school and support their children's learning at home.</p> <p>Increased Family Engagement and Academic Support for Hispanic Students: Offering resources in their native language helps Hispanic students and their families better understand and engage with the educational material. Enhanced family involvement initiatives encourage parents to participate actively in their children's education, providing a supportive home environment.</p> <p>Comprehensive Implementation of MTSS: Establishing a multi-tiered approach with universal interventions for all students, targeted interventions for groups requiring additional support, and intensive interventions for those with the highest need ensures that each student receives the support they need to succeed. This includes regular monitoring and adjustments based on student progress and feedback.</p>	
5.1	<p>Action: Culturally Responsive Teaching and Curriculum</p> <p>Need: The identified need is to provide educators with professional development opportunities that focus on enhancing their cultural competence. This training is essential to equip</p>	<p>The actions designed to address the need for enhanced cultural competence among educators to meet the diverse needs of unduplicated student group populations are as follows:</p> <p>Professional Development Workshops: Conducting comprehensive workshops focused on cultural competence will provide educators with the tools and understanding necessary to address the diverse cultural backgrounds of their students. These workshops will cover topics such as implicit</p>	5.1

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>teachers with the skills and knowledge necessary to effectively address and meet the diverse needs of unduplicated student group populations, ensuring equitable and inclusive education for all students.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>bias, inclusive teaching practices, and culturally responsive pedagogy.</p> <p>Ongoing Training and Support: Implementing continuous training sessions throughout the school year ensures that educators can regularly update and refine their skills. This could include follow-up sessions, peer mentoring, and access to online resources and courses on cultural competence.</p> <p>Collaborative Learning Communities: Establishing professional learning communities (PLCs) where educators can share experiences, strategies, and best practices related to cultural competence. These PLCs foster a collaborative environment for teachers to learn from each other and discuss challenges and solutions.</p> <p>Resource Development and Accessibility: Creating and disseminating resources such as guidelines, toolkits, and instructional materials that focus on culturally responsive teaching practices. These resources should be easily accessible to all educators for reference and implementation.</p> <p>Feedback and Reflection Mechanisms: Incorporating regular feedback loops and reflection opportunities for educators to assess their own cultural competence and its impact on their teaching. This could involve self-assessment tools, student feedback, and peer reviews to encourage continuous improvement.</p> <p>Engagement with Diverse Communities: Encouraging educators to engage with the communities of their unduplicated pupils through</p>	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		<p>community events, home visits, and partnerships with local cultural organizations. This direct engagement helps teachers gain a deeper understanding of their students' backgrounds and builds stronger relationships.</p> <p>Incentives and Recognition: Providing incentives for educators who actively participate in professional development and demonstrate improved cultural competence in their teaching. This could include certifications, awards, and recognition at school events to motivate and acknowledge their efforts.</p> <p>These actions aim to create a supportive and informed teaching environment where educators are well-equipped to meet the diverse needs of unduplicated students, ultimately fostering a more inclusive and equitable educational experience.</p>	
5.2	<p>Action: Targeted Academic Support</p> <p>Need: The identified need based on the statement is to allocate additional resources for academic</p>	<p>The actions designed to address the need for additional academic support for unduplicated populations, including African American and Homeless students, are structured as follows:</p> <p>Allocation of Additional Resources: Increased funding and resources will be dedicated to academic interventions. This ensures that there are sufficient materials, programs, and support</p>	5.2

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>interventions and provide personalized support to improve student outcomes for unduplicated populations, specifically targeting African American and Homeless students. This includes employing tutors, assigning additional staff duties, and implementing evidence-based strategies to address their specific educational needs.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>systems in place to effectively assist students in need.</p> <p>Employment of Tutors: Hiring qualified tutors to provide personalized support to students who require additional help. These tutors will work one-on-one or in small groups to address specific academic challenges and help students improve their performance.</p> <p>Additional Staff Duties: Reassigning or extending the duties of existing staff to focus on academic interventions. This may include teachers, paraprofessionals, and support staff who can offer targeted assistance and monitor student progress.</p> <p>Implementation of Evidence-Based Strategies: Utilizing proven strategies and interventions that have been shown to be effective in improving student outcomes. This includes data-driven instruction, differentiated teaching methods, and targeted interventions tailored to the needs of African American and Homeless students.</p> <p>Personalized Support Plans: Developing individualized learning plans for students based on their unique needs and circumstances. These plans will outline specific goals, interventions, and support mechanisms to help each student succeed.</p> <p>Regular Monitoring and Assessment: Continuously assessing student progress through formative and summative assessments. Regular monitoring allows for timely adjustments to interventions and</p>	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		<p>ensures that students are on track to meet their academic goals.</p> <p>Professional Development for Staff: Providing training for teachers and support staff on effective intervention strategies, cultural competence, and best practices for working with diverse student populations. This ensures that all staff members are equipped to support the academic and social-emotional needs of students.</p> <p>Collaboration with Community Resources: Partnering with local organizations and agencies to provide additional support and resources for students and their families. This can include access to social services, counseling, and extracurricular programs that enhance student well-being and academic success.</p> <p>By focusing on these comprehensive actions, SLA East aims to provide the necessary support and interventions to improve the academic outcomes of unduplicated students, particularly those who are African American and Homeless. This tailored approach ensures that each student receives the personalized attention and resources they need to thrive academically.</p>	
5.4	<p>Action: Expanded Social-Emotional Support</p> <p>Need:</p>	<p>The actions designed to address the need for enhanced support services for unduplicated populations, including African American and Homeless students, are structured as follows:</p> <p>Increasing Counseling Services: Expanding the availability of counseling services within the school to ensure that all students have access to mental</p>	5.4

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>The identified need is to enhance support services by increasing counseling services and contracting professionals, such as school psychologists and social workers, to address the specific needs of unduplicated populations, particularly African American and Homeless students. This is aimed at providing comprehensive support to address their academic, social, and emotional needs.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>health support. This includes hiring additional counselors to reduce the student-to-counselor ratio, allowing for more individualized attention and support.</p> <p>Contracting Professionals: Bringing in external professionals, such as school psychologists and social workers, to provide specialized support. These professionals can offer expert guidance and interventions for students dealing with complex social, emotional, and psychological issues.</p> <p>Targeted Support Programs: Developing specific programs and initiatives that address the unique challenges faced by African American and Homeless students. These programs will focus on fostering resilience, providing academic support, and addressing socio-emotional needs.</p> <p>Collaboration with Community Resources: Partnering with local agencies and organizations to extend the range of support services available to students. This can include access to healthcare, housing assistance, and other community resources that help address the broader needs of homeless students.</p> <p>Professional Development for Staff: Providing training for teachers, counselors, and staff on how to identify and support students with mental health needs. This includes training on cultural competence and trauma-informed care to ensure that all staff members are equipped to handle the diverse needs of the student population.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		<p>Regular Monitoring and Assessment: Implementing systems to regularly monitor and assess the well-being of students. This allows for early identification of issues and timely intervention. Tools such as surveys, check-ins, and progress tracking will be utilized.</p> <p>Creating a Supportive School Environment: Promoting a school culture that prioritizes mental health and well-being. This includes creating safe spaces for students to express themselves, offering peer support programs, and fostering a sense of community and belonging.</p> <p>Parental and Family Involvement: Engaging families in the process by providing them with resources and support. This includes workshops and informational sessions that help parents understand how to support their children's mental health and well-being at home.</p> <p>These comprehensive actions are designed to provide a robust support system that addresses the specific needs of unduplicated populations, ensuring that African American and Homeless students receive the necessary care and resources to succeed both academically and emotionally.</p>	

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

Additional Concentration Grant Funding

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2025-26 Total Planned Expenditures Table

LCAP Year		1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)										
Totals		\$15,248,892.00	\$2,097,282.00	13.754%	0.000%	13.754%										
Totals		LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel								
Totals		\$7,998,668.93	\$1,291,306.00	\$0.00	\$0.00	\$9,289,974.93	\$3,696,726.91	\$5,593,248.02								
Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Teacher Certification	All	No			All Schools	Annual	\$2,200,334.00	\$6,436.00	\$1,630,469.00	\$576,301.00			\$2,206,770.00	
1	1.2	Standards aligned curriculum	All	No			All Schools	Annual	\$0.00	\$100,835.00	\$100,835.00				\$100,835.00	
1	1.3	Safety Compliance	All	No			All Schools	Annual	\$0.00	\$46,757.00	\$46,757.00				\$46,757.00	
1	1.4	Safety Compliance Training	All	No			All Schools	Annual	\$0.00	\$126,403.00	\$126,403.00				\$126,403.00	
1	1.5	Student access to a broad course of study including core subjects and enrichment subject matter	All	No			All Schools	Annual	\$686,634.00	\$374,065.00	\$617,382.00	\$443,317.00			\$1,060,699.00	
1	1.6	Broad Course of Study & Support Services for Extraordinary or Atypical Needs.	All	No			All Schools	Annual	\$86,389.00	\$1,596,589.00	\$1,660,004.00	\$22,974.00			\$1,682,978.00	
2	2.1	ELL Teaching Resources	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Annual	\$34,504.40	\$138,017.60	\$172,522.00				\$172,522.00	
2	2.2	ELL Professional Developments	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Annual	\$0.00	\$102,502.19	\$102,502.19				\$102,502.19	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
				s)												
2	2.3	Data Analysis and Monitoring	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Annual	\$83,992.00	\$30,729.00	\$114,721.00				\$114,721.00	
2	2.4	Targeted ELL Support and Growth Initiative	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Annual	\$0.00	\$25,502.19	\$25,502.19				\$25,502.19	
2	2.5	Enhanced Language Acquisition Programs	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Annual	\$0.00	\$25,502.19	\$25,502.19				\$25,502.19	
2	2.6	Parent and Family Engagement	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Annual	\$0.00	\$10,996.00	\$10,996.00				\$10,996.00	
2	2.7	Progress in English Learner Progress Indicator (ELPI) levels and reclassification rates	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Annual	\$0.00	\$170,392.00	\$170,392.00				\$170,392.00	
3	3.1	Assessing students	All	No			All Schools	Annual	\$0.00	\$192,106.00	\$132,991.00	\$59,115.00			\$192,106.00	
3	3.2	Assessing students	All	No			All Schools	Annual	\$0.00	\$48,413.00	\$48,413.00				\$48,413.00	
3	3.3	Data-Driven Instruction	All	No			All Schools	Annual	\$0.00	\$52,398.00	\$52,398.00				\$52,398.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.4	Data-Driven Instruction	All	No			All Schools	Annual	\$0.00	\$28,598.00	\$28,598.00				\$28,598.00	
3	3.5	Data-Driven Instruction Training	All	No			All Schools	Annual	\$0.00	\$29,331.60	\$29,331.60				\$29,331.60	
3	3.6	Multi-Tiered Systems of Supports (MTSS)	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Annual	\$0.00	\$125,571.00	\$122,871.00	\$2,700.00			\$125,571.00	
3	3.7	Curriculum Alignment	All	No			All Schools	Annual	\$0.00	\$67,022.00	\$67,022.00				\$67,022.00	
3	3.8	Parental Engagement: Assessment Workshop	All	No			All Schools	Annual	\$0.00	\$12,164.50	\$12,164.50				\$12,164.50	
3	3.9	Individualized Education Plans (IEPs)	Students with Disabilities	No			All Schools	Annual	\$0.00	\$15,821.00	\$15,821.00				\$15,821.00	
3	3.10	Specialized Instruction	Students with Disabilities	No			All Schools	Annual	\$0.00	\$102,910.50	\$102,910.50				\$102,910.50	
3	3.11	Collaboration Between General and Special Education Teachers	All Students with Disabilities	No			All Schools	Annual	\$0.00	\$16,539.00	\$16,539.00				\$16,539.00	
3	3.12	Parental Support: Students with Special Needs	Students with Disabilities	No			All Schools	Annual	\$0.00	\$5,045.00	\$5,045.00				\$5,045.00	
3	3.13	College and Career Readiness Support	All	No			All Schools	Annual	\$0.00	\$381,392.00	\$381,392.00				\$381,392.00	
3	3.14	Comprehensive AP Support Program	All	No			All Schools	Annual	\$0.00	\$5,412.00	\$5,412.00				\$5,412.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.15	Expanded A-G Approved Course Offerings	All	No			All Schools	Annual	\$0.00	\$58,256.00	\$58,256.00				\$58,256.00	
3	3.16	Proficiency in core academic areas for elementary and middle school students	All	No			All Schools	Annual	\$0.00	\$63,265.00	\$63,265.00				\$63,265.00	
4	4.1	Parent Engagement	All	No			All Schools	Annual	\$565.00	\$42,504.00	\$43,069.00				\$43,069.00	
4	4.2	Regular Parent Surveys	All	No			All Schools	Annual	\$0.00	\$58,374.00	\$58,374.00				\$58,374.00	
4	4.3	Enhanced Parent and Community Engagement	All	No			All Schools	Annual	\$0.00	\$77,299.20	\$77,299.20				\$77,299.20	
4	4.4	Parent Advisory Committees	All	No			All Schools	Annual	\$0.00	\$52,547.00	\$52,547.00				\$52,547.00	
4	4.5	Parent Participation: PTC	All	No			All Schools	Annual	\$0.00	\$54,374.00	\$54,374.00				\$54,374.00	
4	4.6	Parent Participation: ILP	All	No			All Schools	Annual	\$0.00	\$11,276.00	\$11,276.00				\$11,276.00	
4	4.7	Parent Training Programs	All	No			All Schools	Annual	\$0.00	\$44,389.00	\$44,389.00				\$44,389.00	
4	4.8	Social-Emotional Learning (SEL) Workshops	All	No			All Schools	Annual	\$0.00	\$13,586.00	\$13,586.00				\$13,586.00	
5	5.1	Culturally Responsive Teaching and Curriculum	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student	English Learners Foster Youth Low Income		Annual	\$23,836.51	\$95,346.05	\$119,182.56				\$119,182.56	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
				Group(s)												
5	5.2	Targeted Academic Support	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		Annual	\$157,170.00	\$148.00	\$116,324.00	\$40,994.00			\$157,318.00	
5	5.3	Targeted Academic Support	All	No			All Schools	Annual	\$125,554.00	\$265.00	\$125,819.00				\$125,819.00	
5	5.4	Expanded Social-Emotional Support	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		Annual	\$291,769.00	\$891,518.00	\$1,037,382.00	\$145,905.00			\$1,183,287.00	
5	5.5	Data Analysis and Monitoring	All	No			All Schools	Annual	\$5,979.00	\$46,445.00	\$52,424.00				\$52,424.00	
5	5.6	Remedy Chronic Absenteeism	All	No			All Schools	Annual	\$0.00	\$56,351.00	\$56,351.00				\$56,351.00	
5	5.7	Attendance Incentive Programs	All	No			All Schools	Annual	\$0.00	\$88,329.00	\$88,329.00				\$88,329.00	
5	5.8	Parent Engagement and Education	All	No			All Schools	Annual	\$0.00	\$22,402.00	\$22,402.00				\$22,402.00	
5	5.9	Credit Recovery Programs	All	No			All Schools	Annual	\$0.00	\$79,124.00	\$79,124.00				\$79,124.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$15,248,892.00	\$2,097,282.00	13.754%	0.000%	13.754%	\$2,017,897.13	0.000%	13.233 %	Total:	\$2,017,897.13
								LEA-wide Total:	\$0.00
								Limited Total:	\$2,017,897.13
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	ELL Teaching Resources	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$172,522.00	
2	2.2	ELL Professional Developments	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$102,502.19	
2	2.3	Data Analysis and Monitoring	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$114,721.00	
2	2.4	Targeted ELL Support and Growth Initiative	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$25,502.19	
2	2.5	Enhanced Language Acquisition Programs	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$25,502.19	
2	2.6	Parent and Family Engagement	Yes	Limited to Unduplicated	English Learners	All Schools	\$10,996.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
				Student Group(s)				
2	2.7	Progress in English Learner Progress Indicator (ELPI) levels and reclassification rates	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$170,392.00	
3	3.6	Multi-Tiered Systems of Supports (MTSS)	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$122,871.00	
3	3.7	Curriculum Alignment				All Schools	\$67,022.00	
5	5.1	Culturally Responsive Teaching and Curriculum	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$119,182.56	
5	5.2	Targeted Academic Support	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$116,324.00	
5	5.4	Expanded Social-Emotional Support	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$1,037,382.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,346,377.00	\$9,290,976.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Teacher Certification	No	\$2,541,448	2,206,770
1	1.2	Standards aligned curriculum	No	\$88,288	\$100,835
1	1.3	Safety Compliance	No	\$3,501	\$46,757
1	1.4	Safety Compliance Training	No	0	\$126,403
1	1.5	Student access to a broad course of study including core subjects and enrichment subject matter	No	\$340,115	\$1,060,699
1	1.6	Broad Course of Study & Support Services for Extraordinary or Atypical Needs.	No	0	\$1,682,978
2	2.1	ELL Teaching Resources	Yes	\$200,952	\$172,522
2	2.2	ELL Professional Developments	Yes	0	\$102,502
2	2.3	Data Analysis and Monitoring	Yes	\$53,953	\$114,721

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Targeted ELL Support and Growth Initiative	Yes	0	\$25,502
2	2.5	Enhanced Language Acquisition Programs	Yes	0	\$26,502
2	2.6	Parent and Family Engagement	Yes	\$10,220	\$10,996
2	2.7	Progress in English Learner Progress Indicator (ELPI) levels and reclassification rates	Yes	0	\$170,392
3	3.1	Assessing students	No	0	\$192,106.00
3	3.2	Assessing students	No	0	\$48,413.00
3	3.3	Data-Driven Instruction	No	0	\$52,398.00
3	3.4	Data-Driven Instruction	No	\$38,495	\$28,598
3	3.5	Data-Driven Instruction Training	No	\$28,064	\$29,332
3	3.6	Multi-Tiered Systems of Supports (MTSS)	Yes	0	\$125,571.00
3	3.7	Curriculum Alignment	No	0	\$67,022.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.8	Parental Engagement: Assessment Workshop	No	0	\$12,165
3	3.9	Individualized Education Plans (IEPs)	No	0	\$15,821.00
3	3.10	Specialized Instruction	No	0	\$102,911
3	3.11	Collaboration Between General and Special Education Teachers	No	0	\$16,539.00
3	3.12	Parental Support: Students with Special Needs	No	0	\$5,045.00
3	3.13	College and Career Readiness Support	No	0	\$381,392.00
3	3.14	Comprehensive AP Support Program	No	0	\$5,412.00
3	3.15	Expanded A-G Approved Course Offerings	No	0	\$58,256.00
3	3.16	Proficiency in core academic areas for elementary and middle school students	No	0	\$63,265.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.1	Parent Engagement	No	\$12,775	\$43,069.00
4	4.2	Regular Parent Surveys	No	0	\$58,374
4	4.3	Enhanced Parent and Community Engagement	No	0	\$77,299
4	4.4	Parent Advisory Committees	No	0	\$52,547
4	4.5	Parent Participation: PTC	No	0	\$54,374
4	4.6	Parent Participation: ILP	No	0	\$11,276
4	4.7	Parent Training Programs	No	0	\$44,389
4	4.8	Social-Emotional Learning (SEL) Workshops	No	0	\$13,586
5	5.1	Culturally Responsive Teaching and Curriculum	Yes	0	\$119,183

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.2	Targeted Academic Support	Yes	0	\$157,318
5	5.3	Targeted Academic Support	No	0	\$125,819
5	5.4	Expanded Social-Emotional Support	Yes	0	\$1,183,287
5	5.5	Data Analysis and Monitoring	No	0	\$52,424
5	5.6	Remedy Chronic Absenteeism	No	0	\$56,351
5	5.7	Attendance Incentive Programs	No	0	\$88,329
5	5.8	Parent Engagement and Education	No	0	\$22,402
5	5.9	Credit Recovery Programs	No	\$28,566	\$79,124.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$2,018,138	\$265,125.00	\$2,236,925.69	(\$1,971,800.69)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.1	ELL Teaching Resources	Yes	\$200,952	\$200,951.56		0
2	2.2	ELL Professional Developments	Yes	0	\$102,502.19		0
2	2.3	Data Analysis and Monitoring	Yes	\$53,953	\$114,721.00		0
2	2.4	Targeted ELL Support and Growth Initiative	Yes	0	\$25,502.19		0
2	2.5	Enhanced Language Acquisition Programs	Yes	0	\$26,502.19		0
2	2.6	Parent and Family Engagement	Yes	\$10,220.00	\$10,996.00		0
2	2.7	Progress in English Learner Progress Indicator (ELPI) levels and reclassification rates	Yes	0	\$170,392.00		0
3	3.6	Multi-Tiered Systems of Supports (MTSS)	Yes	0	\$125,571.00		0
5	5.1	Culturally Responsive Teaching and Curriculum	Yes	0	\$119,182.56		0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
5	5.2	Targeted Academic Support	Yes	0	\$157,318.00		0
5	5.4	Expanded Social-Emotional Support	Yes	0	\$1,183,287.00		0

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$12,953,289	\$2,018,138	0	15.580%	\$2,236,925.69	0.000%	17.269%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

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

- For school districts, see [Education Code Section 52062](#):
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of [EC Section 52062\(a\)](#).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC Section 32526(d)*.

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

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC Section 42238.07[a][1]*, *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action **is not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

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

LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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