LCFF Budget Overview for Parents

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

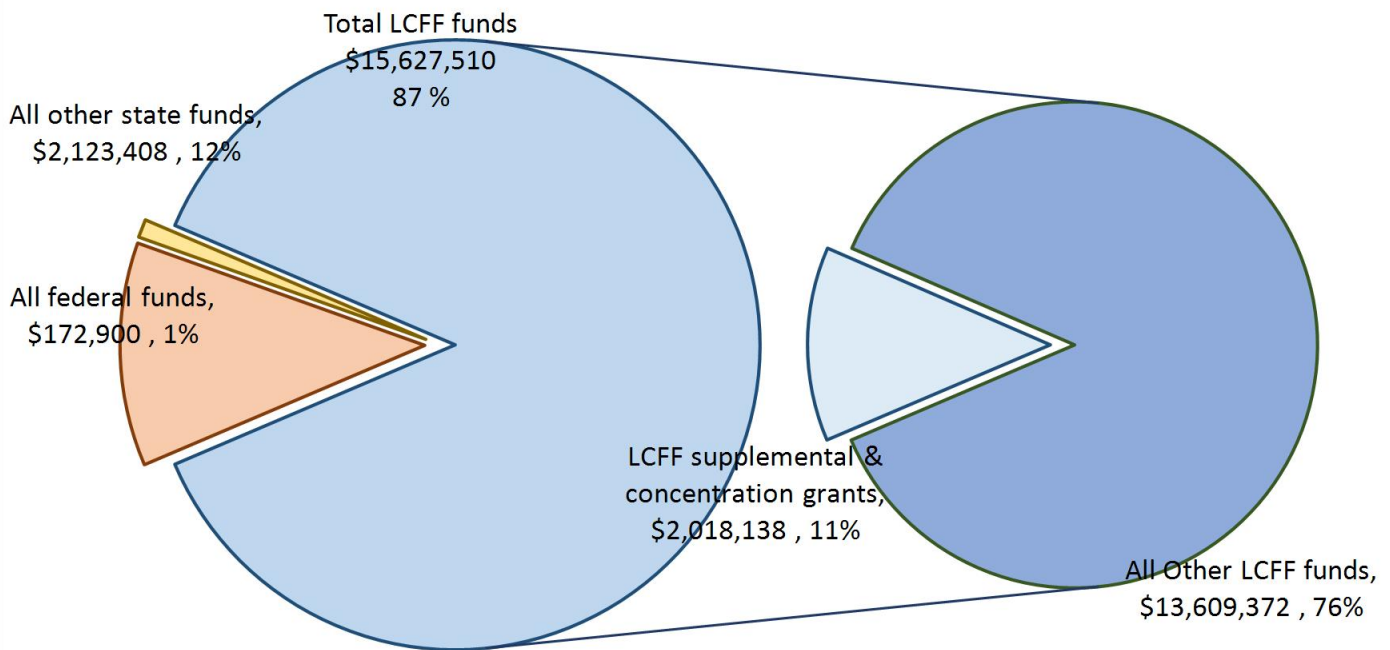CDS Code: 33 67181 0138610

School Year: 2024-25

LEA contact information:

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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 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds
$15,627,510
87 %

All other state funds,
$2,123,408 , 12%

All federal funds,
$172,900 , 1%

LCFF supplemental &
concentration grants,
$2,018,138 , 11%
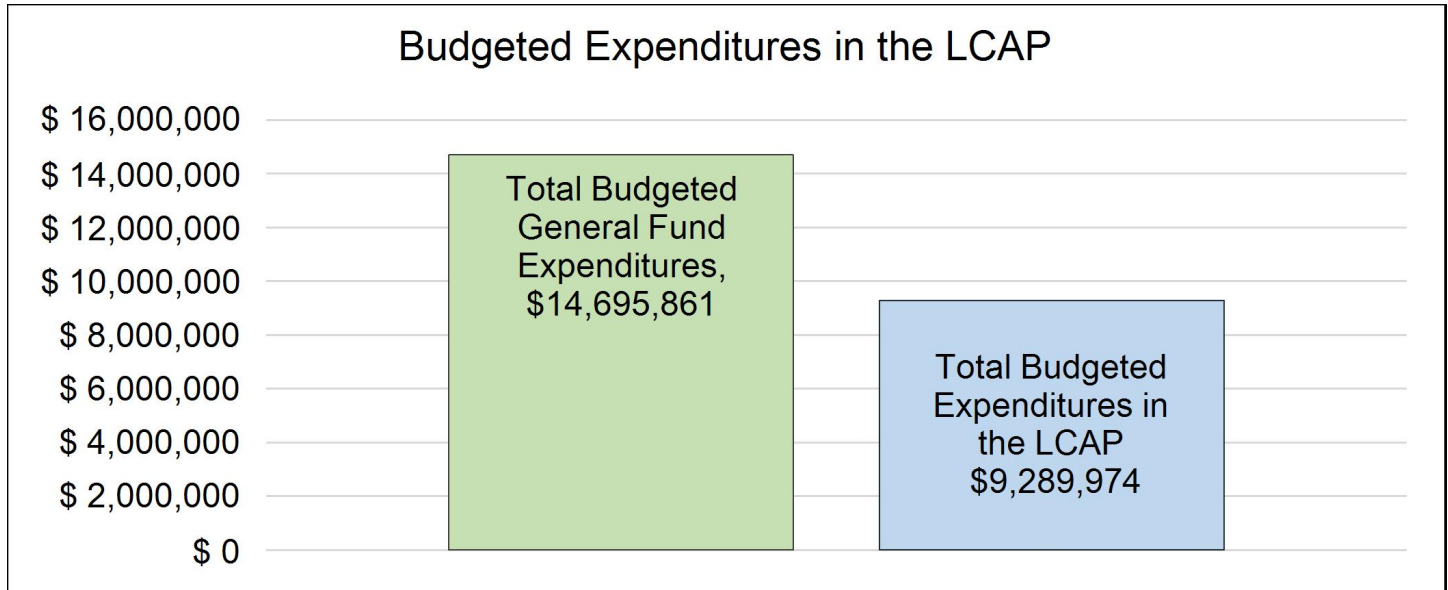
All Other LCFF funds,
$13,609,372 , 76%

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 $17,923,818, of which $15,627,510 is Local Control Funding Formula (LCFF), $2,123,408 is other state funds, $ is local funds, and $172,900 is federal funds. Of the $15,627,510 in LCFF Funds, $2,018,138 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.

Budgeted Expenditures in the LCAP

Bar chart with y-axis ranging from $0 to $16,000,000 in increments of $2,000,000. Total Budgeted General Fund Expenditures, $14,695,861. Total Budgeted Expenditures in the LCAP $9,289,974.

This chart provides a quick summary of how much Palo Verde Unified School District- SCALE Leadership Academy East plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.
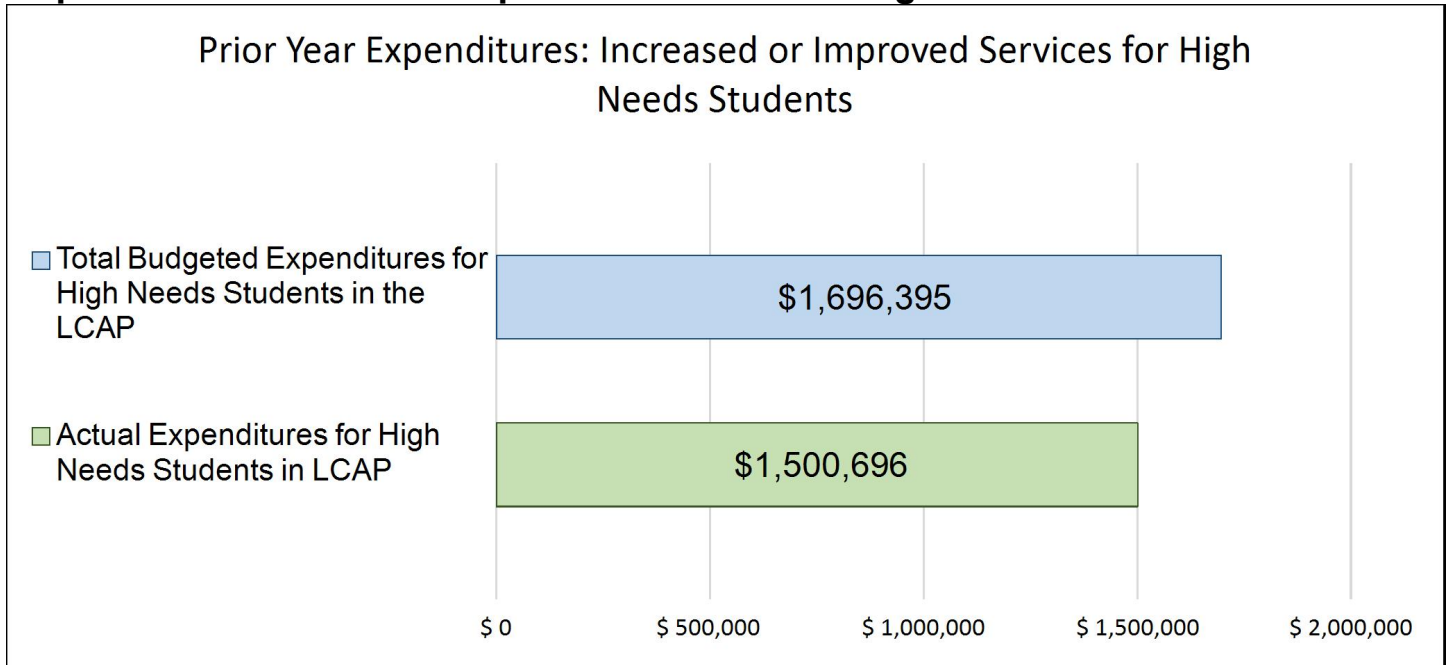
The text description of the above chart is as follows: Palo Verde Unified School District- SCALE Leadership Academy East plans to spend $14,695,861 for the 2024-25 school year. Of that amount, $9,289,974 is tied to actions/services in the LCAP and $5,405,887 is not included in the LCAP. The budgeted 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 2024-25 School Year

In 2024-25, Palo Verde Unified School District- SCALE Leadership Academy East is projecting it will receive $2,018,138 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 $2,017,897 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 2023-24

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $1,696,395

☐ Actual Expenditures for High Needs Students in LCAP — $1,500,696

| $ 0 | $ 500,000 | $ 1,000,000 | $ 1,500,000 | $ 2,000,000 |

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 2023-24, Palo Verde Unified School District- SCALE Leadership Academy East's LCAP budgeted $1,696,395 for planned actions to increase or improve services for high needs students. Palo Verde Unified School District- SCALE Leadership Academy East actually spent $1,500,696 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update 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

Goals and Actions

Goal

Goal #	Description
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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A.100% of teachers will be fully credentialed and appropriately assigned. B. 100% of students will have standards-aligned instructional materials. C. School will pass the school safety evaluation with 80% accuracy D. 100% of Students have access to and are enrolled in a broad course of study (Social Science,	SLA has selected this maintenance goal, as our baseline data indicates we fully meet these requirements at full implementation and our current systems are sustainable for: A.100% of teachers will be fully credentialed and appropriately assigned. B. 100% of students will have standards-aligned instructional materials.	SLA has met most of these requirements at full implementation and our current systems are sustainable for: A.95% of teachers are fully credentialed and appropriately assigned. We did see some difficulty for teachers clearing needed items including assessments and permits as needed to complete their certification.	A. Met: 100% of teachers will be fully credentialed and appropriately assigned. B. Met: 100% of students will have standards-aligned instructional materials. C. Met: School Safety Evaluation at over 80% D. Met: 100% of Students have access to and are enrolled in a broad course of study (Social Science,	A. Not Met: SCALE Leadership Academy - East executed its goal to improve teacher credentialing processes, instructional material provision, school safety, and curriculum breadth with a high degree of success during the 2022-2023 school year. The planned actions included enhancing verification procedures for teacher credentials and providing rigorous training sessions for	A.100% of teachers will be fully credentialed and appropriately assigned. B. 100% of students will have standards-aligned instructional materials. C. School will pass the school safety evaluation with 80% accuracy D. 100% of Students have access to and are enrolled in a broad course of study (Social Science,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Science, Health, PE, VAPA, World Language).	C. School will pass the school safety evaluation with 80% accuracy D. 100% of Students have access to and are enrolled in a broad course of study (Social Science, Science, Health, PE, VAPA, World Language	B. 100% of students have standards-aligned instructional materials. C. School continued to pass the school safety evaluation with 80% or better accuracy. D. 100% of Students have access to and are enrolled in a broad course of study (Social Science, Science, Health, PE, VAPA, World Language	Science, Health, PE, VAPA, World Language).	administrative staff, which were fully implemented. However, one notable issue arose when a teacher, hired under an intern program, failed to secure his intern credential due to paperwork problems, leading to 27-course misassignments. The school promptly terminated this teacher's employment to remain compliant with state regulations, aligning with the planned action of ensuring all teachers were fully credentialed. B.Met: In terms of instructional materials, the school achieved its goal of providing 100% of students with standards-aligned resources, matching the planned action without any substantive	Science, Health, PE, VAPA, World Language).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				differences. This ensured consistency in teaching materials across all subjects, contributing to a cohesive learning experience. C. Met: For school safety, the planned action was to meet all safety evaluation standards. The school achieved an 80% accuracy rate in its safety evaluation, indicating substantial compliance. The high level of compliance demonstrates a strong commitment to maintaining a secure learning environment. D. Met: Regarding access to a broad course of study, the school successfully enrolled 100% of students in a comprehensive curriculum, including essential academic subjects and	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				additional areas such as Physical Education, Visual and Performing Arts, and World Language. This achievement was fully in line with the planned actions, supporting the holistic development of students.	

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, while there were some challenges and slight deviations in the implementation, particularly regarding teacher credentialing and safety standards, SCALE Leadership Academy-East effectively carried out most of its planned actions, reflecting its dedication to continuous improvement and educational excellence.

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.

N/A

During the three-year LCAP cycle, SCALE Leadership Academy - East implemented several specific actions to improve teacher credentialing, instructional materials, school safety, and curriculum breadth. These actions were largely effective in making progress toward the goals, although some challenges were encountered.

The effectiveness of the actions taken to improve teacher credentialing was demonstrated by the high rate of 98% of fully credentialed teachers in years 22-23. The implementation of enhanced verification procedures and rigorous training sessions for administrative staff significantly contributed to this success. However, the issue with the one teacher who failed to secure his intern credential and the resulting course misassignments highlighted a gap in the process that needed to be addressed more thoroughly. The swift action taken to terminate the non-compliant teacher and improve oversight shows a commitment to resolving such issues promptly, suggesting overall effectiveness despite isolated setbacks. Moving forward, we plan to implement a more rigorous follow-up system for credentialing paperwork to prevent similar issues.

The provision of standards-aligned instructional materials to 100% of students was a clear success, ensuring that all students had access to consistent and high-quality educational resources. This action effectively supported the goal of maintaining high teaching standards and contributed positively to student learning outcomes. Feedback from teachers and students indicates improved engagement and performance due to the quality and alignment of the materials.

In terms of school safety, the target metric of achieving an 80% accuracy rate in the safety evaluation was met. This indicates that the actions taken were effective in creating a secure environment, although continuous efforts are necessary to maintain and improve these standards.

The goal of providing access to a broad course of study was fully met, with 100% of students enrolled in a comprehensive curriculum that included essential academic subjects and additional areas such as Physical Education, Visual and Performing Arts, and World Language. This achievement demonstrates the effectiveness of the actions taken to ensure a holistic educational experience for all students. Surveys and performance data indicate that students benefit from a well-rounded education, leading to better academic and personal development.

In conclusion, the specific actions implemented during the three-year LCAP cycle were generally effective in making progress toward the set goals. While there were some areas that required further attention, particularly in teacher credentialing, the overall impact of the actions was positive.The school's commitment to continuous improvement and educational excellence is evident in the achievements and the proactive steps taken to address challenges. Moving forward, we will continue to refine our strategies and processes to ensure sustained success and improvement in all areas.

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

During the 2022-2023 school year, SCALE Leadership Academy - East aimed to improve teacher credentialing processes, instructional material provision, school safety, and curriculum breadth. The planned actions included enhancing verification procedures for teacher credentials and providing rigorous training sessions for administrative staff. While these actions were fully implemented with a high degree of success, a notable issue arose when a teacher hired under an intern program failed to secure his intern credential due to paperwork problems. This led to 27-course misassignments. To remain compliant with state regulations and align with our goal of ensuring all teachers are fully credentialed, the school promptly terminated the teacher's employment.

Changes Made to the Goal, Expected Outcomes, Metrics, or Actions:

Baseline Adjustment: The baseline for teacher credentialing was adjusted from 100% to 98% as a result of the aforementioned incident. This change reflects the real-world challenges faced during the implementation of our credentialing processes.

Ineffectiveness of the Action:
Reason for Ineffectiveness: The ineffectiveness was due to the failure of the intern program teacher to secure the necessary intern credential because of paperwork issues. This oversight led to multiple course misassignments and highlighted a gap in our verification and follow-up procedures.

New or Strengthened Approach: To prevent similar issues in the future, we will strengthen our verification procedures by implementing a more rigorous follow-up system for all credentialing paperwork. Additionally, we will provide more comprehensive support and oversight for teachers in intern programs to ensure they meet all credentialing requirements in a timely manner. This approach aims to eliminate gaps in the credentialing process and maintain compliance with state regulations, ultimately ensuring that all teachers are properly credentialed and assigned appropriately.

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.

Goals and Actions

Goal

Goal #	Description
2	SLA East will sustain full implementation of the academic content and performance standards adopted by the State Board of Education, including how the programs and services will enable English learners to access the common core academic content standards and the English Language Development standards.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A. 100% of SLA teachers will be trained to implement all CA standards including how EL's will access the CCSS and ELD standards. B. 95% of English Learners enrolled in the EL Support Hybrid Program with a 15 - 18% increase in engagement each year for the next three years.	A. 100% of SLA teachers were trained to implement all CA standards including how EL's will access the CCSS and ELD standards. B. 0% were enrolled, as the Hybrid course was not yet implemented. During the 19-20 school year we did not offer the EL online course. SDAIE strategies were embedded in the curriculum with support from teachers and staff.	SCALE Leadership Academy East has met this focus goal. A. 100% of SLA teachers are trained to implement all CA standards including how EL's will access the CCSS and ELD standards. B. We have at least 95% of English Learners enrolled in the EL Support Hybrid Program with a 15 - 18% increase in engagement compared to last year.	SCALE Leadership Academy East has met this focus goal. A. Met: 100% of SLA teachers were trained to implement all CA standards including how EL's will access the CCSS and ELD standards B. Met 100% of students were enrolled and notified of enrollment, 41% of enrolled students were actively engaged in the EL Support Hybrid Program	A. Met: 100% of SLA teachers were trained to implement all CA standards including how ELs will access the CCSS and ELD standards B. Met 100% of students were enrolled and notified of enrollment, 41% of enrolled students were actively engaged in the EL Support Hybrid Program"	A. 100% of SLA teachers will be trained to implement all CA standards including how ELs will access B. 100% of students will be enrolled and notified of enrollment, with a minimum of 57% of learners successfully engaging in the course. "

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

SLA East implemented a variety of programs and services to ensure that English learners had access to the academic content and performance standards set by the State Board of Education. Two such programs were the EL Support/Hybrid Programs, which utilize Acellus ESL coursework and Rosetta Stone Foundations specifically designed for English learners inclusive of teachers integrating SDAIE strategies.

With this program, SLA East was able to provide English learners with regular access to interactive video lessons that covered a range of language skills, such as grammar, vocabulary, listening, and speaking. Additionally, younger students in grades TK-3 met with their teacher every day, allowing for more opportunities for scaffolding their learning to ensure they were meeting the Common Core academic content standards and the English Language Development standards. For our 6th-12th grade English learners, Rosetta Stone is a powerful language learning program that provides an engaging and effective way to improve their language proficiency and access the academic content standards. Students complete around 2-3 hours a week in the program, doing various activities that assist them with listening, speaking, reading, writing, and more. The program is built around the principles of immersion, meaning that learners are immersed in the language from the beginning, with no translations or explanations in their native language. This method of teaching has been shown to be highly effective, as it mirrors the way that children learn their first language, through exposure and repetition.

To track progress towards language proficiency goals, SLA East utilized a variety of assessments, such as the ELPAC practice exams, Peardecks catered to the classes' specific ELL needs, as well as formative assessments and progress monitoring tools such as Acellus's and Rosetta Stone's built-in assessments. This allowed for ongoing support and tailored instruction for students as they progressed through the program.

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.

N/A

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

This focused goal, as our baseline data indicates, we fully meet most of the requirements at full implementation, however, we acknowledge there is still a gap in access for some of our EL learners.

We were able to produce our desired result by implementing a comprehensive language acquisition program that incorporated evidence-based instructional strategies tailored to the needs of English learners. The use of Acellus and Rosetta Stone in our EL Support/Hybrid

Program played a crucial role in this accomplishment. Over the past year, our students have made significant progress in listening, speaking, reading, and writing. Our younger students (TK-3) benefited from daily sessions with their teacher within Acellus, receiving additional support and scaffolding. Similarly, our older students (6-12) demonstrated impressive independence and engagement, dedicating approximately 2-3 hours per week to Rosetta Stone. Through regular progress monitoring and support, we have observed measurable gains in all four language domains, validating the effectiveness of our program and the capability of our teachers to execute and fulfill the necessary tasks to assist our population of students.

Using the evidence-based instructional strategies of formative/summative assessment, differentiated learning, and phonics instructions among others, we have identified areas for improvement in the coming year to produce the intended outcomes of improvement for the following academic school year. Firstly, we will increase the amount of time our older students spend using the Rosetta Stone from 2-3 hours to 3-4 hours per week. This adjustment will provide them with increased practice and application opportunities, leading to even greater gains in language proficiency. Secondly, we will enhance our after-school tutoring and academic coaching programs to better address the needs of our English learners. By offering additional support for homework, projects, and test preparation, as well as providing a supportive and engaging environment for language practice, we aim to further boost our students' language skills. Lastly, we will continue to monitor and assess our students' progress regularly using various assessments and progress-monitoring tools. These measures will help us identify areas where additional support is needed and ensure that our actions align with our goal of enhancing language proficiency and academic achievement for our English learners in the EL Support/Hybrid Program. By reflecting on our prior practice and making these improvements to our planned goal and actions for the coming year, we are confident that we will further enhance the efficacy of our program and continue to support our English learners in achieving their language proficiency and academic goals.

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

N/A

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.

Goals and Actions

Goal

Goal #	Description
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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A. 50% of all students will score Level 3 or higher on CAASPP exams in ELA & Math OR score Level 3 in ELA or Math AND demonstrate a 5% growth rate in the subject where proficiency wasn't met. 50% of all students scoring below Level 3 in ELA and math will demonstrate a 5% growth rate. B. 35% of high-school students will have successfully completed A-G requirements or CTE Pathways.	A. We have no data at this time from CAASPP assessments. We will attain this data next year. B. At least 35% of high school students have completed A-G courses and requirements. Added CTE pathways will be added as a goal implementation. C. 50% of ELs will progress at least one English Learner Progress Indicator (ELPI) level or maintain ELPI Level 4. The added ELL supplementary	SCALE Leadership Academy East has met most of the items for this focus goal. We are working on A,B,D,E. A. We have no data at this time from CAASPP assessments. We will attain this data next year. B. We did not meet 35% of high school students have completed A-G courses and requirements. Added CTE pathways for all students 6-12 grade. We found in error of how data was being	A. Not Met 50% of all students will score Level 3 or higher on CAASPP exams in ELA & Math OR score Level 3 in ELA or Math AND demonstrate a 5% growth rate in the subject where proficiency wasn't met. 50% of all students scoring below Level 3 in ELA and math will demonstrate a 5% growth rate. B. Not Met 35% of high-school students will have successfully completed A-G requirements or CTE Pathways.	A. Not Met: 19% of students scored a level 3 or higher in ELA & Math (106 out of 569 tested in Math) B. Met: 48% of the graduating class are progressing toward successfully fulfilling A-G requirements or pursuing a CTE Pathway. C.Not Met: Out of 101 English Learners, 26 students have demonstrated commendable progress by advancing at least one ELPI level.	A. 50% of all students will score Level 3 or higher on CAASPP exams in ELA & Math OR score Level 3 in ELA or Math AND demonstrate a 5% growth rate in the subject where proficiency wasn't met. 50% of all students scoring below Level 3 in ELA and math will demonstrate a 5% growth rate. B. At least 50% of high-school students will have successfully completed A-G requirements or CTE Pathways.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
C. 50% of ELs will progress at least one English Learner Progress Indicator (ELPI) level or maintain ELPI Level 4. D. 50% of pupils that take AP exams will pass with a score of 3 or higher. E. 25% of EL pupils will be designated as Fluent-English Proficient from the prior census. F. 80% of pupils who participate in, and demonstrate college preparedness path, the Early Assessment Program, or any subsequent assessment of college preparedness. G. 100% of all high school students will be offered A-G approved course. H. 100% of all high school students will be	resources and training will be provided by our general education educators with oversight from an EL cohort team. D. We did not achieve 50% participation of pupils that take AP exams will pass with a score of 3 or higher. Students will work with their teachers to help prepare for test taking strategies and exam reference points. E. 22% of EL pupils (that we tested) were designated as Fluent-English Proficient. F. We did not achieve 80% of pupils to participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness. Students and teachers	inputted and showing a lower percentage than our goal. C. 50% of ELs will progress at least one English Learner Progress Indicator (ELPI) level or maintain ELPI Level 4. The added ELL supplementary resources and training will be provided by our general education educators with oversight from an EL cohort team. COVID did effect the testing data. D. We did not achieve 50% participation of pupils that take AP exams will pass with a score of 3 or higher. Students will work with their teachers to help prepare for test taking strategies and exam reference points. E. We did not meet this goal of EL pupils	C. Not Met- 50% of ELs will progress at least one English Learner Progress Indicator (ELPI) level or maintain ELPI Level 4. D. Met 50% of pupils that take AP exams will pass with a score of 3 or higher. E. Not met -25% of EL pupils will redesignate as English Proficient from the prior census. F. Not Met 80% of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness. G. Met 100% of all high school students will be offered A-G approved course.	Additionally, 4 students have successfully maintained ELPI Level 4. While these accomplishments are noteworthy, we acknowledge that we are not yet at our desired level of achievement. The implementation of the ELL Coordinator in the 2023-2024 school year signifies a strategic response to address the challenges faced by our EL students. This addition to our educational team is poised to bring targeted interventions, personalized support, and a renewed focus on language proficiency. The extension of Rosetta Stone across all grade levels (Kindergarten to 12th grade) is a pivotal element in our comprehensive strategy to improve ELPI levels. We	C. 50% of ELLs will progress at least one English Learner Progress Indicator (ELPI) level or maintain ELPI Level 4. The added ELL supplementary resources and training will be provided by our general education educators with oversight from an EL cohort team. D. 50% of pupils that take AP exams will pass with a score of 3 or higher. Students will work with their teachers to help prepare for test taking strategies and exam reference points. E. 25% of EL pupils (that we tested) will be designated as Fluent-English Proficient. F. 80% of pupils to participate in, and demonstrate college preparedness pursuant path, the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
offered Concurrent / Dual Enrollment opportunities. I. School will advertise and make available Golden State Merit Diploma and other specialized/personalized options. J. 90% of students grades K/TK - 6 will demonstrate proficiency in English, Mathematics, Social sciences, Science, Visual and performing arts (VAPA), Health and Physical education (PE) courses. K. 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.	will work together on this pursuit. G. 100% of all high school students are offered A-G approved course, this will be offered through our counseling team and students as they enroll. H. 100% of all high school students are offered Concurrent / Dual Enrollment opportunities, this will be completed by through our counseling team as students are enrolled. I. School has and will advertise and make available Golden State Merit Diploma and other specialized/personalized options. J. 90% of students grades K/TK - 6 will demonstrate proficiency in English, Mathematics, Social	(that we tested) were designated as Fluent-English Proficient. F. We did not achieve 80% of pupils to participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness. Students and teachers will work together on this pursuit. G. 100% of all high school students are offered A-G approved course, this will be offered through our counseling team and students as they enroll. H. 100% of all high school students are offered Concurrent / Dual Enrollment opportunities, this will be completed by through our	H. Met 100% of all high school students will be offered Concurrent / Dual Enrollment opportunities. I. Met School will advertise and make available Golden State Merit Diploma and other specialized/personalized options. J. Met 90% of students grades K/TK - 6 will demonstrate proficiency in English, Mathematics, Social sciences, Science, Visual and performing arts (VAPA), Health and Physical education (PE) courses. K. Met 90% of students grades 7 - 8 will demonstrate proficiency in English, Mathematics, Social sciences, Science, Visual and performing arts (VAPA), Health	anticipate that this program's broadened reach will contribute significantly to the language development and progress of our English Learners D. Met: During the 2022-2023 school year, SLA East did not have students enrolled for AP exams. As a result, we didn't have the opportunity to measure progress toward our goal of having 50% of students pass with a score of 3 or higher. We look forward to increasing student participation in AP courses and exams in the upcoming year to fully evaluate our educational strategies and achievements E. Not Met: In the 2022-2023 academic year, we celebrated a notable	Early Assessment Program, or any subsequent assessment of college preparedness. Students and teachers will work together on this pursuit. G. 100% of all high school students will be offered A-G approved course, this will be offered through our counseling team and students as they enroll. H. 100% of all high school students will be offered Concurrent / Dual Enrollment opportunities, this will be completed by through our counseling team as students are enrolled. I. School will advertise and make available Golden State Merit Diploma and other specialized/personalized options.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	sciences, Science, Visual and performing arts (VAPA), Health and Physical education (PE) courses, students will be assessed throughout the year in CCSS aligned coursework. K. 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, students will be assessed throughout the year in the CCSS aligned coursework.	counseling team as students are enrolled. I. School has and will advertise and make available Golden State Merit Diploma and other specialized/personalized options. J. 90% of students grades K/TK - 6 will demonstrate proficiency in English, Mathematics, Social sciences, Science, Visual and performing arts (VAPA), Health and Physical education (PE) courses, students will be assessed throughout the year in CCSS aligned coursework. K. 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. "	achievement as we successfully reclassified 17% of our English Learners. This marked a substantial improvement from the 8-9% reclassification rate observed in the previous academic year (2021-2022). The significant jump is a testament to the effectiveness of our interventions and the dedication of our educators. The implementation of Rosetta Stone across all grade levels has played a pivotal role in fostering language proficiency among our EL learners. With the program now reaching Kindergarten to 12th grade, we anticipate an even more comprehensive impact on language development. Our ELL Coordinator has been instrumental in orchestrating targeted interventions and	J. 90% of students grades K/TK - 6 will demonstrate proficiency in English, Mathematics, Social sciences, Science, Visual and performing arts (VAPA), Health and Physical education (PE) courses, students will be assessed throughout the year in CCSS aligned coursework. K. 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, students will be assessed throughout the year in the CCSS aligned coursework.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		and Physical education (PE) courses, students will be assessed throughout the year in the CCSS aligned coursework.		strategies to support English Learners. Their efforts were a key factor in the increased reclassification rate witnessed last year, and we are optimistic about further advancements in the current academic year. F. Not Met: We are pleased to report high participation rates in ELA and Math testing during the 2022-2023 academic year. Out of 44 students, 43 participated in ELA testing, and 42 participated in Math testing. In ELA testing, while the majority of students participated, we recognized the need for improvement in achieving higher proficiency levels.	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Among the participants, 4 students achieved a level 4 (9%), and 16 students achieved a level 3 (36%). 20/44 students (45%) demonstrated proficiency in ELA Similarly, in Math testing, we acknowledge the challenge presented by the absence of level 4 scores (0%). Only 4 students achieved a level 3. 4/44 students demonstrated (9%) proficiency in Math This outcome serves as a valuable insight into areas that require focused attention to elevate Math proficiency levels. G. Met: In the 2023-2024 school year 100% of high school students	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				were given the opportunity to enroll in A-G approved courses. This initiative was successfully facilitated by our counseling team during the enrollment process, ensuring that each student had access to these courses right from the start. H. Met: Our counseling team successfully ensured that 100% of all high school students were offered opportunities for Concurrent/Dual Enrollment I. Met: In the 2023-2024 school year SLA-East promoted and provided access to the Golden State Merit Diploma along with various other specialized and personalized options for their students.	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				J. Met: 90% of students grades K/TK - 6 will demonstrate proficiency in English, Mathematics, Social sciences, Science, Visual and performing arts (VAPA), Health and Physical education (PE) courses, students will be assessed throughout the year in CCSS aligned coursework. K. Met: 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, students will be assessed throughout the year in the CCSS aligned coursework.	

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

A. The metric outlined for student success and growth in ELA and Math, tied to the overall goal of SLA East, was evaluated through various strategies and initiatives. These efforts aimed to ensure that students achieved Level 3 or higher on CAASPP exams or demonstrated a 5% growth rate in subjects where proficiency was not initially met. Here is an analysis of how the goal was carried out.

To start, SLA East implemented data dives to thoroughly evaluate the indicators for student success and growth. This involved a comprehensive analysis of assessment data, enabling the identification of areas that required improvement. The data dives provided valuable insights into student performance and helped inform instructional decisions and interventions.

To support student preparation, additional implementation of preparatory courses and a Career Technical Education (CTE) pathway was introduced. This provided students with opportunities to enhance their skills and knowledge in ELA and Math. The preparatory courses focused on providing assessment practice and targeted review of high-priority standards throughout the academic year for students in grade levels 3-8 and 11. This targeted approach aimed to address specific areas of weakness and ensure students were well-prepared for the CAASPP exams.

While students did receive some added assessment practice, it is recognized that further review of high-priority standards throughout the year is necessary. This indicates a need for continued emphasis on targeted instruction and support to enhance student achievement in ELA and Math. By recognizing the need for additional review, SLA East can tailor future interventions to address specific areas requiring improvement.

Overall, the evaluation of indicators for student success and growth, along with the implementation of preparatory courses and a CTE pathway, served as valuable strategies to support student achievement and progress towards the goal outlined in the metric."

B. The goal analysis for increasing the completion of A-G requirements or CTE pathways was carried out by implementing a structured approach that involved all high school students meeting with their counselors individually at least two times per year and on-demand as necessary to review their graduation plans. These meetings aimed to ensure that students were on track to fulfill the requirements for A-G or explore CTE pathways, thereby working towards the overarching goal of 35% completion.

Individual Counseling Sessions:
High school students were scheduled to meet with their assigned counselors at least twice yearly. During these individual academic counseling sessions, counselors and students engaged in meaningful conversations regarding the student's academic progress, interests, and future goals. The primary focus was to review graduation plans and identify the steps needed to successfully complete A-G requirements or pursue CTE pathways (yr 1 of implementation of CTE).

Graduation Plan Assessment:
Counselors, equipped with comprehensive knowledge of A-G requirements and CTE pathways, assessed each student's graduation plan during the counseling sessions. They thoroughly reviewed the completed courses, courses in progress, and any necessary adjustments to align with the A-G requirements or CTE pathways of interest. Counselors also consider students' strengths, aspirations, and career goals to provide tailored guidance and recommendations.

Personalized Guidance and Support:
Recognizing that students may have diverse needs and aspirations, counselors provided personalized guidance and support during the individual counseling sessions. They offered insights into suitable course selections, elective choices, and extracurricular activities that would enhance students' prospects of meeting A-G requirements or exploring CTE pathways. Counselors also addressed any concerns or challenges students faced along their educational journey, offering resources and referrals as needed.

Monitoring and Follow-up:
Following the individual counseling sessions, counselors tracked and monitored each student's progress toward meeting the A-G requirements or pursuing CTE pathways. They maintained records of completed courses, and credits earned, and provided ongoing support to ensure students remained on track. Counselors were also responsible for following up with students, providing updates on any changes or modifications to their graduation plans, and addressing any emerging issues promptly.   "

C. The metric goal of having 50% of ELs progress at least one English Learner Progress Indicator (ELPI) level or maintain ELPI Level 4 was carried out through the implementation of added ELL supplementary resources and training provided by general education educators with oversight from an EL cohort team. The supplementary resources utilized in this effort were Rosetta Stone and EL courses in Acellus.

Building upon the success achieved in the previous language acquisition program, the inclusion of Rosetta Stone and Acellus in the EL Support/Hybrid Program played a crucial role in attaining the desired result. The comprehensive language acquisition program employed evidence-based instructional strategies tailored to the specific needs of English learners.

The implementation of these supplementary resources resulted in significant progress for the students in listening, speaking, reading, and writing skills. Younger students (TK-3) benefited from daily sessions within Acellus, where they received additional support and scaffolding from their teachers. Older students (6-12) demonstrated impressive independence and engagement, dedicating approximately 2-3 hours per week to Rosetta Stone.

Regular progress monitoring and support were integral components of the program, ensuring that measurable gains were observed in all four language domains. This validation of the program's effectiveness highlights the capability of the teachers to execute and fulfill the necessary tasks to support and assist the EL student population.

By utilizing the combined resources of Rosetta Stone and Acellus, along with the dedicated efforts of teachers and the oversight of the EL cohort team, SLA East has made progress in meeting the goal of 50% of ELs progressing at least one ELPI level or maintaining ELPI Level 4. This accomplishment demonstrates the commitment to improving language proficiency and supporting the academic success of English learners in the school.

D. 2022 - 2023 there were no pupils who enrolled for AP exams. Signs are promising moving forward in the coming year with cohort of students embracing the multiple opportunities afforded by college preparation.

E. To achieve the goal of designating 25% of English Learner (EL) pupils as Fluent-English Proficient, SLA East implemented a comprehensive language acquisition program tailored to the specific needs of EL learners. This program incorporated evidence-based instructional strategies and leveraged technology platforms such as Acellus and Rosetta Stone within the EL Support/Hybrid Program. The successful execution of this program resulted in significant progress among EL students in listening, speaking, reading, and writing.

The integration of Acellus and Rosetta Stone played a vital role in facilitating language acquisition for EL learners across different grade levels. Younger students in grades TK-3 benefited from daily sessions within Acellus, where they received additional support and scaffolding from their teachers. This focused approach allowed for targeted instruction and helped younger students build a strong foundation in English language skills.

For older students in grades 6-12, the utilization of Rosetta Stone proved to be effective. These students demonstrated impressive independence and engagement, dedicating approximately 2-3 hours per week to the program. The self-paced nature of Rosetta Stone enabled students to develop their language skills at their own pace, while still receiving necessary guidance and support from their teachers.

Regular progress monitoring and support were key components of the language acquisition program. Teachers diligently tracked the students' language development in all four language domains, and the observed gains validated the effectiveness of the program. Through the dedicated efforts of teachers and the execution of well-designed tasks, SLA East demonstrated its commitment to assisting EL students and achieving the desired goal of Fluent-English Proficiency.

The successful implementation of the language acquisition program highlights the capability and dedication of the teachers at SLA East. Their expertise and commitment to supporting EL learners have contributed significantly to the measurable gains in language proficiency among the student population. The sustained focus on evidence-based instructional strategies, combined with the use of technology platforms, has proven to be an effective approach for fostering language growth and helping EL pupils thrive academically.

Overall, SLA East's goal of designating 25% of EL pupils as Fluent-English Proficient has been carried out through the implementation of a comprehensive language acquisition program. The integration of Acellus and Rosetta Stone, along with the dedication of teachers, has yielded positive results in terms of student progress in listening, speaking, reading, and writing. This accomplishment affirms SLA East's commitment to supporting the language needs of EL learners and ensuring their long-term success.

F. The goal analysis for the specific metric of increasing college preparedness participation and demonstration among pupils is crucial to ensure their readiness for higher education. The goal aims to achieve 80% participation and demonstration of college preparedness, while the current metric indicates that only 15% of pupils meet this criterion.

Importance of College Preparedness:

College preparedness is vital for pupils as it equips them with the necessary skills, knowledge, and mindset required for success in higher education. By participating in and demonstrating college preparedness, pupils can enhance their academic abilities, increase their chances of college acceptance, and thrive in a university setting.

Identifying Barriers:
To bridge the gap between the current metric and the desired goal, it is crucial to identify the barriers preventing pupils from participating in and demonstrating college preparedness. These barriers may include a lack of awareness about college readiness programs, limited access to resources, inadequate guidance, socio-economic challenges, and cultural or language barriers.

Recognizing Disparities and Addressing Equity:The goal analysis acknowledges the low participation and demonstration rates among pupils, particularly within the African American student population. To address this disparity, it is crucial to identify and understand the specific barriers that hinder African American students from engaging in college preparedness activities. These barriers may include limited access to resources, systemic inequalities, lack of representation, and socio-economic challenges. By recognizing and addressing these disparities, schools can promote equitable opportunities for all students to participate and demonstrate college preparedness.

Implementing AVID for Targeted Support: AVID can be pivotal in increasing college preparedness participation and demonstration, especially among African American students. By implementing AVID within the school, tailored support can be provided to students, empowering them to develop the skills, knowledge, and mindset necessary for success in higher education. AVID's research-based strategies and culturally responsive practices can help address African American students' unique needs and challenges, ensuring their active participation and preparation for college.

Increasing Awareness and Access: Focus on increasing awareness about college preparedness programs, such as the Early Assessment Program or any subsequent assessment, among pupils, parents, and the broader community. Efforts can be made to provide comprehensive information about these programs, their benefits, and how they align with college admission requirements—ensuring equitable access to resources and support services, considering the diverse needs of the pupil population.
Continuous

Assessment and Monitoring:
Regular assessment and monitoring of students' participation and demonstration of college preparedness are essential to track progress and identify areas for improvement. SCALE can use data to identify trends, analyze outcomes, and make informed decisions to enhance the effectiveness of college readiness initiatives. This data-driven approach enables us to implement targeted interventions and adjust strategies better to meet student needs, including our African American Population.

G. The goal of ensuring that all SLA East high school students are made aware A-G diploma was achieved in several ways. During the school's annual registration process and throughout the year, HS students make outlines of the different paths to graduation, All high school students are assigned a counselor who helps develop, monitor, and update their graduation plans. The A - G plan is noted during conferences with students and their parents.

H. Concurrent and dual enrollment opportunities are offered to all SLA East's high school students. When mapping out secondary graduation route for students, counselors explain to them how they can earn extra credits and an early graduation option by taking college level courses. Meetings with counselors continue annually and as needed with students as they progress through high school. Dual enrollment options are consistently reviewed at these times for them.

I. 12th grade teachers, counselors and administrative staff promote the availability of the Golden Merit Diploma. Through advertising on REMIND, SLA East's triennial newsletter the counseling department as well as Google Classroom all student educational opportunities, enhancements and options are highlighted.

J. Through SLA East school board approved grade, level appropriate curriculum that follows California State standards, combined with best teaching practices by qualified educators; K-6th grade students are 90% proficient in all curricular subjects. Parents are kept informed of their child's progress that is monitored closely by the teacher. Through student weekly assessments as well as regular Star and strandardized state exams curriculum is modified to support student growth and academic achievement. SPED students are placed on a SPED case manager's roster. Accommodations are provided and supplemental, customized curricular assignments are submitted by these students.

K. Through SLA East school board approved grade, level appropriate curriculum that follows California State standards, combined with best teaching practices by qualified educators; 7-8th grade students are 90% proficient in all curricular subjects. Parents are kept informed of their child's progress that is monitored closely by the teacher. Through student weekly assessments as well as regular Star and standardized state exams curriculum is modified to support student growth and academic achievement. SPED students are placed on a SPED case manager's roster. Accommodations are provided and supplemental, customized curricular assignments are submitted by these students.

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.

N/A

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

A. The actions taken by SLA East, including data dives, implementation of preparatory courses, and a CTE pathway, were intended to improve student achievement and demonstrate progress towards the outlined metric. However, despite these efforts, it is acknowledged that the metric was not met. Here is an explanation of the efficacy of the actions taken:

Data dives played a crucial role in informing instructional decisions and interventions. The comprehensive analysis of assessment data allowed educators to identify areas of improvement and tailor instruction accordingly. This data-driven approach was effective in identifying student needs and guiding targeted interventions. However, while the data dives provided valuable insights, there may have been challenges in implementing the necessary instructional adjustments to ensure the desired level of student growth and achievement.

The implementation of preparatory courses and the CTE pathway aimed to support student preparation and enhance their skills and knowledge in ELA and Math. These additional opportunities for learning were intended to provide students with the necessary tools to succeed on the CAASPP exams and demonstrate growth in areas where proficiency was not initially met. However, it is recognized that despite the implementation of these initiatives, there was a gap in meeting the metric. This suggests that the effectiveness of these actions may need to be further evaluated and adjusted to better align with the specific needs of the students.

While students did receive some added assessment practice and review of high-priority standards, it is apparent that more emphasis on targeted instruction and support was required throughout the year. The acknowledgment that students needed additional review of high-priority standards indicates a potential gap in the efficacy of the actions taken. This highlights the importance of ongoing monitoring and adjustment of instructional strategies to address identified areas of weakness.

In conclusion, while the actions taken by SLA East, such as data dives, preparatory courses, and the CTE pathway, were implemented with the intention of improving student achievement and meeting the metric, it is evident that the desired level of success was not fully realized. This indicates the need for further analysis, refinement, and adaptation of the strategies employed to ensure more effective outcomes in the future. Continued evaluation and adjustment of instructional approaches, coupled with targeted support, will be crucial in improving student performance and progress toward the established goals.

B. The actions implemented, which include individual counseling sessions, personalized guidance, continuous monitoring, and collaboration with stakeholders, have shown promising efficacy in addressing the goal of increasing the completion of A-G requirements or CTE pathways, considering the unique challenges posed by a low-performing African American population, a high transient population, and a high credit-deficient high school population. Additionally, the fact that the CTE pathway implementation is in its second year and the students are typically not present for all four years of high school necessitates specific considerations. Here's an explanation of how these actions have been effective:

Individual Counseling Sessions: Individual counseling sessions have been particularly effective in supporting low-performing African American students, transient students, and those with credit deficiencies. Counselors establish rapport and develop a deeper understanding of the student's circumstances, challenges, and aspirations by engaging in one-on-one conversations. This personalized approach allows counselors to address the specific needs of each student, offering tailored guidance that considers their circumstances, academic gaps, and potential barriers to completion. By fostering a supportive and trusting relationship, counselors empower students to take ownership of their education and make informed decisions regarding A-G requirements or CTE pathways.

Personalized Guidance and Support: The efficacy of providing personalized guidance and support is crucial, considering the challenges faced by the student population. Counselors consider the specific needs of African American students, transient students, and those with credit deficiencies when offering guidance. They provide resources and strategies that specifically address academic gaps, credit recovery options, and alternative pathways to meet A-G requirements or explore CTE opportunities. Additionally, culturally responsive counseling practices can be employed to ensure that the guidance provided is sensitive to the experiences and backgrounds of African American students, fostering a sense of belonging and engagement.

Continuous Monitoring and Follow-up: The high transient population and credit-deficient high school population require continuous monitoring and follow-up to ensure progress toward meeting the goal. Counselors can play a vital role in tracking and supporting students throughout high school, even if they are not present for all four years. By implementing regular check-ins, monitoring credit progress, and addressing any credit deficiencies promptly, counselors can support students in staying on track and meeting A-G requirements or engaging in CTE pathways. Additionally, collaborating with school administrators and teachers can help create a supportive ecosystem that facilitates credit recovery and provides necessary academic resources.

Collaborative Partnerships and Resources: Given the challenges faced by the student population, collaborative partnerships and access to resources are essential for success. Counselors can establish relationships with community organizations, local businesses, and educational institutions to provide additional support and resources tailored to the unique needs of low-performing African American students, transient students, and those with credit deficiencies. These partnerships can offer mentorship programs, internship opportunities, credit recovery programs, and enrichment activities that complement the efforts within the school. By leveraging external resources, counselors can broaden the opportunities available to students, promoting engagement, motivation, and successful completion of A-G requirements or CTE pathways.

CTE Pathway Implementation: Considering the CTE pathway implementation is in its second year, counselors can play a vital role in supporting students who have not been present at SCALE for the entire high school journey. By conducting comprehensive assessments of their prior coursework, skills, and experiences, counselors can identify appropriate entry points and provide a clear roadmap for students to join and thrive within the CTE pathways. This may involve accelerated learning opportunities or targeted support to bridge knowledge gaps. Additionally, counselors can collaborate closely with CTE program coordinators, industry professionals, and higher education institutions to align curriculum offerings and ensure that the pathways remain relevant and responsive to the evolving needs of the students.

By implementing these actions, with the specific considerations for the student population, year 2 of CTE pathway implementation, and the limited duration of student presence in high school, the efficacy of the goal analysis process is enhanced. Through individual counseling sessions, personalized guidance, continuous monitoring, collaborative partnerships, and resources, counselors can support low-performing African American students, transient students, and those with credit deficiencies in completing A-G requirements or engaging in CTE pathways. These efforts promote educational equity, empower students to make informed choices, and increase the likelihood of achieving the desired completion rates within the given constraints."

C. The actions taken to implement added ELL supplementary resources and training, including the utilization of Rosetta Stone and EL courses in Acellus, have demonstrated promising efficacy in supporting the language acquisition and progress of English learners at SLA East. Although we did not meet the metric, the evidence gathered thus far suggests we are on the right path toward improvement.

The comprehensive language acquisition program, which incorporated evidence-based instructional strategies tailored to the needs of English learners, has served as a strong foundation for the efficacy of the implemented actions. The inclusion of Rosetta Stone and Acellus within the EL Support/Hybrid Program has further enhanced the effectiveness of language instruction and support provided to EL students.

The use of Acellus has allowed younger students (TK-3) to benefit from daily sessions with their teachers, providing them with additional support and scaffolding. This targeted and individualized approach has facilitated notable progress in the language skills of these students.

Similarly, the engagement and independence demonstrated by older students (6-12) in dedicating 2-3 hours per week to Rosetta Stone have contributed to their language proficiency growth. The interactive and self-paced nature of Rosetta Stone has empowered these students to take ownership of their language-learning journey.

Regular progress monitoring and support have played a vital role in ensuring the efficacy of the implemented actions. Through ongoing assessment and feedback, teachers have been able to identify areas of improvement and provide targeted interventions to English learners. This process of monitoring and support has facilitated measurable gains in all four language domains, validating the effectiveness of the program.

While we did not meet the 50% progress or maintenance of ELPI levels, the comprehensive language acquisition program, coupled with the use of Rosetta Stone and Acellus, has demonstrated efficacy in supporting the language development and academic achievement of EL students at SLA East. We will continue to brainstorm and analyze ways in which we can improve for the upcoming academic school year to allow us to meet the metric.

D. The actions taken by SLA East, including information, guidance and support from the counseling department and administration, to makes students aware of this college level option. The growing CTE Pathway and A-G approved courses are growing a culture of academic priority in students, which in turn will increase student AP exam participation. Thus the efficacy regarding this metric will be better defined.

E. The actions taken by SLA East to implement a comprehensive language acquisition program for English Learner (EL) pupils have shown promising signs of efficacy. While the final data to determine the attainment of the 25% Fluent-English Proficient reflects that we did not meet the metric, the observed progress and the strategies employed provide a strong foundation for evaluating the effectiveness of the actions taken.

Firstly, the integration of evidence-based instructional strategies tailored to the needs of EL learners demonstrates a research-informed approach to language acquisition. By implementing instructional techniques proven to be effective in supporting language development, SLA East has positioned itself to make meaningful strides toward achieving the goal of Fluent-English Proficiency.

The utilization of technology platforms, specifically Acellus and Rosetta Stone, has played a crucial role in enhancing the language acquisition process. These platforms have provided students with engaging and interactive resources to develop their language skills. The flexibility of Acellus and Rosetta Stone has allowed for individualized instruction, accommodating students' varying needs and learning styles. This personalized approach has contributed to increased student independence, engagement, and progress in language proficiency.

The differentiation between grade levels within the language acquisition program has also been instrumental in its efficacy. Younger students in grades TK-3 have benefited from daily sessions with their teachers, providing them with the necessary support and scaffolding to build a strong foundation in English language skills. Older students in grades 6-12 have demonstrated impressive independence and engagement, dedicating significant time to the program and progressing at their own pace.

Regular progress monitoring has ensured that students receive appropriate guidance and support throughout their language acquisition journey. The systematic tracking of students' progress in listening, speaking, reading, and writing has allowed teachers to identify areas of strength and areas requiring further attention. This data-informed approach has enabled targeted interventions and instructional adjustments to maximize the efficacy of the program.

Additionally, the commitment and expertise of the teachers at SLA East have been crucial in the program's efficacy. Their dedication to supporting EL learners and their ability to execute the necessary tasks demonstrate the school's investment in the success of its students. Through their ongoing professional development and implementation of effective instructional practices, teachers have played a vital role in the observed gains in language proficiency.

While the final data is yet to be finalized, the combination of evidence-based instructional strategies, technology integration, differentiation by grade level, regular progress monitoring, and dedicated teachers collectively indicate the potential efficacy of the implemented actions. These factors provide a strong rationale for optimism regarding the achievement of the Fluent-English Proficient metric and the overall success of SLA East's language acquisition program.

It is important to continue analyzing the data and assessing the impact of the implemented actions to further refine and improve the language acquisition program. By maintaining a data-driven approach, SLA East can continuously evaluate and enhance its strategies to support EL learners effectively and ensure sustained progress in language proficiency.

F. The efficacy of the specific actions outlined in the goal analysis can be evaluated based on their potential to address the current disparity and increase college preparedness participation and demonstration among pupils. Here's an explanation of the efficacy of these actions:

1. Identifying Barriers:
By recognizing the barriers that hinder pupil participation and demonstrating college preparedness, SCALE can develop targeted strategies to address them effectively. For example, identifying barriers such as limited awareness, lack of resources, inadequate guidance, socio-economic challenges, and cultural or language barriers allows for implementing interventions that specifically target these areas. This proactive approach enhances the efficacy of the overall goal by removing obstacles and creating a more inclusive and supportive environment for all pupils.

2. Recognizing Disparities and Addressing Equity:
The goal analysis acknowledges the low participation and demonstration rates among pupils, particularly within the African American student population. By acknowledging and addressing the specific barriers faced by African American students, we can work towards creating equitable opportunities for all students. This can involve targeted initiatives, culturally responsive practices, and additional support resources tailored to the needs and experiences of African American students. Addressing disparities and promoting Equity is crucial in achieving the desired goal and ensuring all students have equal access to college preparedness opportunities.

3. Implementing AVID for Targeted Support:
The implementation of AVID provides a focused and proven strategy to increase college preparedness participation and demonstration among pupils. AVID's research-based strategies and culturally responsive practices can specifically address the unique needs and

challenges faced by African American students. By providing targeted support through AVID, SCALE can equip students with the necessary skills, knowledge, and mindset to succeed in higher education. The efficacy of AVID lies in its ability to promote student engagement, academic growth, and college readiness.

4. Increasing Awareness and Access:
Increasing awareness about college preparedness programs, such as the Early Assessment Program or any subsequent assessment, is crucial to encourage pupil participation and demonstration. Efforts should be made to provide comprehensive information about these programs and their benefits, ensuring equitable access to resources and support services. By increasing awareness and accessibility, we can actively engage pupils, parents, and the broader community in pursuing college preparedness, thereby increasing participation rates and achieving the goal.

5. Continuous Assessment and Monitoring:
Regular assessment and monitoring of student participation and demonstration of college preparedness are essential for tracking progress and identifying areas for improvement. By using data to analyze outcomes, we can make informed decisions and implement targeted interventions to enhance the effectiveness of college readiness initiatives. Continuous assessment and monitoring ensure that the strategies implemented are yielding the desired results and allow for adjustments to be made as needed. This data-driven approach helps us better support students, including the African American population, on their path to college preparedness.

Overall, the efficacy of these specific actions lies in their ability to identify and address barriers, promote Equity, provide targeted support, increase awareness and access, and utilize data for continuous improvement. By implementing these actions, SCALE can enhance the effectiveness of its college preparedness initiatives, increase participation and demonstration rates among pupils, particularly within the African American student population, and ultimately achieve the desired goal of 80% college preparedness participation and demonstration.

G. The foundation of SLA East's ability to produce intended results lies in the commitment to relationships it fosters with students. Coupled with a system that emphasizes continuity in communication, every high school student is made aware of the A-G option and path to graduation The strong belief that graduates who hold A-G diploma are better suited for their college and or the work force success. Newly enrolled high school students and parents meet with both their assigned counselor and teacher of record. All possible graduation paths are discussed and a customized grad plan is implemented. Re-evaluation and possible adjustments to these customized plans occur often as students progress towards their date with graduation. The staff at SLA East vigilantly looks to support its students towards the valuable A-G path. Relationships based on trust and good communication builds SLA East efficacy with regards to informing and promoting the A-G pathway.

H. The efficacy is shown in the increased course credit some of SLA East's students accumulate before they graduate. Several students have graduated early as well as some being able to be given credit for some of their college general education courses. The Valedictorian and Salutatorian students of the current graduation class both have successfully taken and passed several concurrent college classes.

I. The desired outcome for recognizing the Golden Merit Diploma, in addition to other options and enhancements are shown in increased motivation by students. Improved grades attendance and overall behavior are directly influenced by these options.

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

A.During the 2022-2023 school year, SCALE Leadership Academy - East aimed to improve student performance in English Language Arts (ELA) and Math. The goal was for a higher percentage of students to score at least a level 3 or higher. However, only 19% of students achieved this benchmark in both subjects, with 106 out of 569 students tested in Math meeting the goal.

Changes Made to the Goal, Expected Outcomes, Metrics, or Actions:

Baseline Adjustment:The baseline for student performance was reassessed based on the data, highlighting the need for more targeted interventions and support to improve outcomes.

Ineffectiveness of the Action:

Reason for Ineffectiveness: The current instructional strategies and support systems did not sufficiently address the learning needs of all students, particularly those struggling with ELA and Math. Contributing factors may include inadequate differentiation in instruction, insufficient use of data to inform teaching practices, and a lack of targeted interventions for students performing below grade level.

New or Strengthened Approach: To address these issues and improve student performance in ELA and Math, the following actions will be implemented:

 1.Enhanced Data-Driven Instruction: Teachers will receive additional training on using data to inform instruction, allowing for more targeted and effective teaching strategies. Regular data analysis sessions will be conducted to identify student needs and adjust instructional practices accordingly.

 2.Differentiated Instruction: Professional development for teachers will focus on differentiating instruction to meet the diverse learning needs of students. This includes creating more personalized learning plans and using a variety of instructional methods to engage all students.

 3.Targeted Interventions: We will implement more intensive and targeted interventions for students who are not meeting the expected performance levels. This includes small group tutoring, additional instructional time, and specialized programs designed to address specific learning gaps in ELA and Math.

4.Increased Support and Resources: Additional resources, and supplemental educational materials, will be allocated to support struggling students. Teachers will also have access to more robust professional development opportunities focused on best practices in ELA and Math instruction.

5. Parental and Community Engagement: Increased efforts will be made to engage parents and the community in supporting student learning. Workshops and informational sessions will be conducted to provide parents with strategies to help their children at home.

By implementing these changes and strengthening our approach, we aim to improve student outcomes in ELA and Math, ensuring that a higher percentage of students achieve a level 3 or higher in future assessments.

C. During the 2022-2023 school year, SCALE Leadership Academy - East set a goal to improve the English Language Proficiency Indicator (ELPI) levels for our English Learners (ELs). Out of 101 English Learners, 26 students advanced at least one ELPI level, and 4 students maintained ELPI Level 4. While these accomplishments are noteworthy, we acknowledge that we have not yet reached our desired level of achievement.

Changes Made to the Goal, Expected Outcomes, Metrics, or Actions:

Baseline Adjustment: The baseline for ELPI progress will be adjusted to reflect the current achievements and set more realistic and measurable targets for future growth.

Ineffectiveness of the Action:

Reason for Ineffectiveness: The current support systems and instructional strategies did not fully address the diverse needs of all English Learners. Factors contributing to this include a lack of targeted interventions, insufficient personalized support, and limited use of effective language development programs across all grade levels.

New or Strengthened Approach: To address these issues and improve ELPI levels, the following actions will be implemented:

1. Implementation of the ELL Coordinator: The addition of an ELL Coordinator in the 2023-2024 school year is a strategic response to the challenges faced by our EL students. The ELL Coordinator will oversee the development and implementation of targeted interventions and provide personalized support to ensure the academic progress of English Learners.

2. Expansion of Rosetta Stone Program: Extending the Rosetta Stone program across all grade levels (Kindergarten to 12th grade) is a pivotal element in our comprehensive strategy to enhance language development. This program will provide consistent and structured

language learning opportunities for all English Learners, contributing significantly to their progress.

 3. Targeted Interventions and Personalized Support: The ELL Coordinator will implement targeted interventions and provide personalized support tailored to the specific needs of each English Learner. This approach will help address individual challenges and promote continuous language proficiency growth.

 4. Enhanced Monitoring and Assessment: Regular monitoring and assessment of EL students' progress will be conducted to ensure that interventions are effective and adjustments are made as needed. This data-driven approach will help identify areas for improvement and guide instructional practices.

 5. Professional Development for Teachers: Ongoing professional development will be provided to teachers to equip them with effective strategies for supporting English Learners. This includes training on differentiated instruction, culturally responsive teaching, and the use of language development tools like Rosetta Stone.

 6. Increased Parental and Community Engagement: Efforts will be made to involve parents and the community in supporting the language development of English Learners. Workshops and informational sessions will be held to provide parents with resources and strategies to help their children at home.

By implementing these changes and strengthening our approach, we anticipate significant improvements in ELPI levels for our English Learners. These actions are designed to provide comprehensive support and ensure the academic success and language proficiency of all EL students at SCALE Leadership Academy -East.

E. During the 2022-2023 academic year, SCALE Leadership Academy - East celebrated a notable achievement by successfully reclassifying 17% of our English Learners, a substantial improvement from the 8-9% reclassification rate observed in the previous academic year (2021-2022). This significant increase is a testament to the effectiveness of our interventions and the dedication of our educators.

Changes Made to the Goal, Expected Outcomes, Metrics, or Actions:

- Baseline Adjustment: The baseline for reclassification rates has been updated to reflect the current achievement of 17%, setting a higher benchmark for future progress.

Ineffectiveness of the Action:

Reason for Ineffectiveness: Despite the marked improvement, the overall reclassification rate did not meet our desired goals, indicating that some interventions may need further refinement or additional support to be fully effective. Contributing factors may include inconsistent implementation of strategies across grade levels and varying levels of student engagement with the Rosetta Stone program.

New or Strengthened Approach: To build on our successes and further improve reclassification rates, the following actions will be implemented:

 1. Continued Implementation of Rosetta Stone: The expansion of the Rosetta Stone program to all grade levels (Kindergarten to 12th grade) has been pivotal in fostering language proficiency. We will continue to utilize this program comprehensively, ensuring that all students have consistent access to this resource. Regular monitoring and support will be provided to maximize student engagement and usage.

 2. Enhanced Role of the ELL Coordinator: The ELL Coordinator has been instrumental in orchestrating targeted interventions and strategies. Moving forward, the coordinator will focus on refining and expanding these interventions, ensuring they are tailored to meet the diverse needs of all English Learners. This includes more frequent assessments and adjustments based on student progress.

 3. Increased Professional Development: Additional professional development opportunities will be provided to educators, focusing on best practices for language instruction and the effective use of Rosetta Stone. This training will help teachers better support English Learners in achieving language proficiency and meeting reclassification criteria.

 4. Targeted Support and Resources: We will allocate more resources to support students who are close to meeting reclassification criteria but need additional help. This includes one-on-one tutoring, small group instruction, and additional language development materials.

 5. Parental and Community Involvement: We will increase efforts to involve parents and the community in the language development process. Workshops and informational sessions will be conducted to provide parents with strategies to support their children's language learning at home. Additionally, we will strengthen partnerships with community organizations to provide additional resources and support.

 6. Regular Progress Monitoring: Implementing a robust system for regular progress monitoring will ensure that interventions are timely and effective. This data-driven approach will allow us to make informed decisions and adjust strategies as needed to support student success.

By continuing and enhancing these actions, we anticipate further improvements in our reclassification rates, providing more comprehensive support for our English Learners and ensuring their academic success at SCALE Leadership Academy - East.

F. We are encouraged by the high participation rates in ELA and Math testing during the 2022-2023 academic year, with nearly all enrolled students engaging in these assessments. This level of participation is commendable and provides us with valuable data to inform our instructional strategies and interventions.

Current Performance Outcomes
In ELA, 43 of 44 students participated, with 45% demonstrating proficiency. Specifically, 9% of students achieved the highest proficiency level (level 4), and 36% achieved level 3. While participation is high, there is a clear need to elevate students to higher proficiency levels,

particularly in moving more students to level 4.

Math proficiency, however, presents a more significant challenge. Out of 42 participating students, none achieved level 4, and only 9% reached level 3, indicating a pressing need to address foundational and advanced skills in Math.

Assessment of Ineffectiveness
Our current Math curriculum and support interventions have not sufficiently equipped students to achieve high proficiency levels. The absence of students attaining level 4 in Math and the low percentage reaching level 3 suggest that our instructional methods and materials may not be adequately challenging or engaging.

Causes for Concern
Instructional Methods: Existing teaching strategies may not be effectively tailored to meet diverse learning needs, particularly for those students who struggle with conceptual understanding in Math.
Curriculum Alignment: There may be gaps in the curriculum that prevent a seamless progression of mathematical skills, especially at higher complexity levels.
Support Structures: Additional support mechanisms, such as tutoring or remedial classes, are either insufficient or not targeted effectively to assist students struggling with Math.
Proposed Strategic Changes
To address these issues, we plan to implement the following strategies:

Enhanced Professional Development: Invest in targeted professional development for Math teachers, focusing on differentiated instruction and innovative teaching practices that cater to a range of learning abilities.
Curriculum Review and Enhancement: Undertake a comprehensive review of the Math curriculum to ensure it aligns with state standards and is rigorous enough to challenge students at all proficiency levels.
Intensive Math Intervention Programs: Establish or expand Math intervention programs that provide additional support to students at risk of underperforming. These programs will include after-school tutoring, weekend workshops, and summer learning opportunities to help bridge gaps in understanding.
Monitoring and Evaluation
We will closely monitor the implementation and effectiveness of these new strategies through regular assessments and feedback from both teachers and students. Adjustments will be made based on measurable improvements in student outcomes and ongoing evaluations of teaching effectiveness.

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.

Goals and Actions

Goal

Goal #	Description
4	SLA East will continuously improve parent engagement and school climate by fostering parental involvement, including efforts the LEA makes to seek parent input in making decisions for the school, and including how the LEA will promote parental participation in programs for economically disadvantaged pupils, English learners, foster youth, and individuals with exceptional needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A. 100% of parents will be solicited for input in making decisions for the school. B. 80% of parents will participate in biannual parent teacher conferences. C.100% of parents will be solicited for parental participation in programs for individuals with exceptional needs resources.	A. 100% of parents have been solicited for input in making decisions for the school. B. At least 80% of parents have participated in bi-annual parent teacher conferences. C.A small percentage of parents inquired about the solicited participation in programs for individuals with	SCALE Leadership Academy East has met these items for this broad goal. A. 100% of parents have been solicited for input in making decisions for the school. B. At least 80% of parents have participated in bi-annual parent teacher conferences.	SCALE Leadership Academy East has met these items for this broad goal A. Met 100% of parents will be solicited for input in making decisions for the school. B. Met 80% of parents will participate in biannual parent-teacher conferences.	A. Met: 100% of parents will be solicited for input in making decisions for the school. B. Met: In the 2023-2024 academic year, 90% of parents participated in the biannual parent-teacher conferences, successfully meeting our targeted outcome. Initially, our baseline metric was set at 80% participation, indicating significant	A. 100% of parents will be solicited for input in making decisions for the school with 50% improvement in parent participation in monthly meetings. B. 90% of parents will participate in biaanual parent teacher conferences. C.100% of parents will be solicited for parental participation in programs for

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
D. 100% of parents of students of unduplicated pupils will be offered trainings linked to student learning and social-emotional development.

E. 80% of stakeholders experience the school climate as positive and safe as indicated by annual parent, student, and staff surveys. | exceptional needs resources, we will be encouraging parental participation as a group for this growing population of students.

D. A small percentage of parents of students of unduplicated pupils participated in the offered trainings linked to student learning and social-emotional development, SLA will be implementing this coming up to better assist families' needs.

E. 80% of stakeholders experience the school climate as positive and safe as indicated by annual parent, student, and staff surveys. | C.100% of parents will be solicited for parental participation in programs for individuals with exceptional needs resources.

D. 100% of parents of students of unduplicated pupils will be offered trainings linked to student learning and social-emotional development trough our services.

E. 95% of stakeholders experience the school climate as positive and safe as indicated by annual parent, student, and staff surveys. | C.Met, 100% of parents, will be solicited for parental participation in programs for individuals with exceptional needs resources.

D. Met 100% of parents of students of unduplicated pupils will be offered trainings linked to student learning and social-emotional development.

E. Met 80% of stakeholders experience the school climate as positive and safe as indicated by annual parent, student, and staff surveys.
" | engagement and achievement of our desired goals.

C. Met:
100% of parents will be solicited for parental participation in programs for individuals with exceptional needs resources.

D. Met:
100% of parents of students of unduplicated pupils will be offered training linked to student learning and emotional development.

E. Met:
80% of stakeholders experience the school climate as positive and safe as indicated by annual parent, student, and staff surveys. | individuals with exceptional needs resources.

D. 100% of parents of students of unduplicated pupils will be offered trainings linked to student learning and social-emoational development with at least 20% consistent participation.

E. 80% of stakeholders experience the school climate as positive and safe as indicated by annual parent, student, and staff surveys." |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

SLA East has experienced no major changes for goal 4. The goals expressed in the past are the same in spirit, but the focus is heightened. The school has met its directive to consult with all required educational partners. Students, parents, staff, administration, district, county administration, and other partners of interest. Monthly meetings of the school board, School Site Council school board meetings plus weekly NEXUS, TOR, and all staff occurring multiple times per week. Informal meetings between teachers students and parents are held according to the educational and emotional needs of these most valued constituents. Formal Synchronous online meetings are held daily and weekly lessons are sent through the REMIND platform resource. Triennial SLA East newsletters are available for all of our educational partners.

The SLA East goal 4 involves improving parental engagement and school climate through increased involvement opportunities. All actions are transparent and use best practices that support parent and student success. These programs are evidence of SLA East's commitment to optimizing student growth. Specific actions implemented in making progress toward goal 4 are comprehensive. Actions include School Site Council, parent-teacher conferences, and counseling services to address student and parent needs in navigating the complexities of virtual schooling. All of this has a positive impact on the success of our economically disadvantaged students, ELL, and homeless and foster youth.

A. Met 100% of SLA East parents were successfully solicited for input in making decisions for the school. Through emails, active phone calls and the monthly School Site Council meetings parents were able to have the choice to have their valued feedback heard.

"B. Met Participation by participation by parents in the biannual parent-teacher conferences was 86.1%. This percentage was based on the conference records kept by the teacher. Formal emails to parents alerting them to the dates and times of the conferences. Direct phone calls to parents were also used as a reminder and actively give and receive important vital feedback concerning their students.

C. Met SLA East has successfully solicited the participation of all parents in programs for students with exceptional needs. The SPED Department closely monitors their students, including 504 designees to best serve them and their families. Close monitoring of its special needs SLAEast students and parents are given resources to best support their individual needs. Through surveys, parent-teacher conferences as well as School Site Council meetings SLA East has actively given parents
opportunities to participate.

D. Met 100% of parents of SLA East unduplicated students have been made aware of training opportunities to help address the learning needs of their students as well as social-emotional support services have been offered to parents of our EL, foster youth, and low socioeconomic status.

E. Met The SLA East annual school climate survey taken by stakeholders indicated an 86% belief that the school fosters an atmosphere that is both positive and safe.

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.

N/A

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Over the course of three years, targeted strategies implemented by SLA East have effectively boosted parent participation in biannual parent-teacher conferences, reflecting a clear commitment to enhancing parental engagement. Our desired goal was to achieve at least 90% participation, starting from a baseline of 80%. In the first year, we achieved our baseline metric of 80% participation. This initial success was supported by our flexibility in virtual meeting or phone call options, which significantly improved accessibility for parents. By offering conferences via phone or computer, we provided parents the flexibility to engage in their child's education without the need to adhere to more restrictive traditional meeting schedules. Maintaining this 80% participation in the second year indicated stability in engagement levels but also highlighted areas for further enhancement. Despite consistent results, our team recognized the potential for greater outreach and more personalized communication to encourage higher involvement. In response, further efforts were made to actively solicit participation, which included personalized reminders, flexible scheduling options, and multiple platform accessibility for attending the conferences. These actions proved successful by the third year, when we observed an increase to 90% participation, meeting our targeted outcome. The incremental improvement from consistent to increased participation demonstrates the effectiveness of our strategies, particularly our adaptation to virtual platforms that respect and accommodate the varied schedules of parents. The active and adaptive approach by SLA East staff, especially in their ongoing communication and engagement efforts, has been crucial in achieving a substantial, sustainable increase in parent

involvement. This sustained high level of engagement, culminating in the achievement of our year-three target, underscores the importance of responsive educational practices and the impact of technological integration in fostering an inclusive, participatory school community

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

N/A

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.

Goals and Actions

Goal

Goal #	Description
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%.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A. Students will attend school at a rate of 93% or more B. Chronic absenteeism will be identified, addressed, and rectified in 80% of all cases. C. 90% of middle school students will graduate, except for those who relocate. D. SLA will maintain a >5% drop out rate. E. 90% of high school students will graduate within a 4th or 5th year cohort or matriculate into a GED, Credit	A. Students have continued attending school at a rate of 93% or more. B. Chronic absenteeism was not identified, addressed, and rectified in 80% of all cases. This will be enforced next year and the years to follow. We added supports to help assist all students during the pandemic in a slightly different approach than previously before. C. 90% of middle school students are on a path to remain with SLA and	SCALE Leadership Academy East has met the maintenance goal. A. Students have continued attending school at a rate of 93% or more. B. Chronic absenteeism was identified and addressed. We added supports to help assist all students during the pandemic in a slightly different approach than previously before. We are reviewing AB130 requirements to better address any concerns and determining if	A. Not Met: Students will attend school at a rate of 93% or more B. Not Met: Chronic absenteeism will be identified, addressed, and rectified in 80% of all cases. C. Met: 90% of middle school students will graduate, except those who relocate. D. Not Met: SLA will maintain a >5% dropout rate. E. Not Met: 90% of high school students will graduate within a 4th or 5th-year cohort or matriculate into a	A. Met: Students will attend school at a rate of 93% or more B. Met: Chronic absenteeism will be identified, addressed, and rectified in 80% of all cases. C. Met: 90% of middle school students will graduate, except for those who relocate. D. Not Met: SLA will maintain a 5% dropout rate. E. Met: In 2022-2023 we successfully achieved a 92% graduation or	A. Students have continued attending school at a rate of 93% or more. B. Chronic absenteeism was not identified, addressed, and rectified in 80% of all cases. This will be enforced next year and the years to follow. We added support to help assist all students during the pandemic in a slightly different approach than previously before. C. 90% of middle school students are on a path to remain with SLA and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Recovery, or CTE/Vocatinal Program.

F. Pupil suspension rates will not exceed 10%.

G. Pupil expulsion rates will not exceed 5%.

H. 80% of stakeholders experience the school climate as positive and safe as indicated by annual parent, student, and staff surveys. | graduate, except for those who relocate.

D. SLA will continue to maintain a >5% drop out rate.

E. This year we had 87% graduation success without the added implementation of CTE pathways.

F. Pupil suspension rates continue to not exceed 10%.

G. Pupil expulsion rates continue to not exceed 5%.

H. 80% of stakeholders experience the school climate as positive and safe as indicated by annual parent, student, and staff survey. | independent study is the appropriate environment.

C. 90% of middle school students are on a path to remain with SLA and graduate, except for those who relocate.

D. SLA continues to maintain a >5% drop out rate.

E. We had 85% graduation success with enrolled seniors.

F. Pupil suspension rates continue to not exceed 10%.

G. Pupil expulsion rates continue to not exceed 5%.

H. At least 80% of stakeholders experience the school climate as positive and safe as indicated by annual parent, | GED, Credit Recovery, or CTE/Vocational Program.

F. Met: Pupil suspension rates will not exceed 10%.

G. Met: Pupil expulsion rates will not exceed 5%.

H. Met: 80% of stakeholders experience the school climate as positive and safe, as indicated by annual parent, student, and staff surveys. | matriculation rate, with high school students graduating within a 4th or 5th-year cohort or transitioning into GED, Credit Recovery, or CTE/Vocational programs

F. Met: Pupil suspension rates will not exceed 10%.

G. Met: Pupil expulsion rates will not exceed 5%.

H. Met: 80% of stakeholders experience the school climate as positive and safe as indicated by annual parent, student, and staff surveys. | graduate, except for those who relocate.

D. SLA will continue to maintain a 5% dropout rate.

E. This year we had 87% graduation success without the added implementation of CTE pathways.

F. Pupil suspension rates will continue not to exceed 10%.

G. Pupil expulsion rates will continue not to exceed 5%.

H. 80% of stakeholders experience the school climate as positive and safe as indicated by annual parent, student, and staff surveys. |

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

The goal of having 90% of high school students graduate within a 4th or 5th-year cohort or matriculate into a GED, Credit Recovery, or CTE/Vocational program was successfully met, achieving a 92% rate in the 2022-2023 school year. Our actions were very effective going from 85% to 80% to now 92%. Not going below 80%. Efforts included various strategies to support students, particularly addressing the needs of a highly transient population by ensuring educational continuity and proper course placement through meticulous transcript reviews by dedicated counselors. Guidance was also provided for enrolling in GED programs and exploring CTE courses aligned with students' interests and career paths. Alternative graduation plans, such as credit recovery initiatives and CTE/Vocational programs, were developed to accommodate students not following the traditional four-year path. These actions effectively supported the goal, providing multiple pathways to ensure student success and graduation

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.

N/A

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The efficacy of SLA's goal to maintain a dropout rate of less than 5% can be evaluated by examining the actual dropout rate and the factors influencing it over the past three years. Although the goal was not achieved, there has been significant progress: the dropout rate decreased from 14% to 9% last year. Despite this improvement, the goal of maintaining a dropout rate below 5% remains unmet. Efforts to address the dropout issue included extensive attempts to locate and re-engage students who had dropped out. Unfortunately, several students who were no longer enrolled at SLA could not be located within the California public school system. Among the students who were found, one was provided with a Chromebook and internet access but did not engage despite these resources and ongoing monitoring. Another student was unable to re-enroll due to financial hardships that required him to work and support his family. Additionally, one student we suspected moved out of state due to homelessness. Factors such as increased isolation, technical challenges, lack of structure, limited support systems, emotional well-being, home environment, and the need to adapt to new technologies and platforms contributed to students' disengagement. SLA's continued efforts to track and re-engage students counted as dropouts have led to some improvements, but challenges like homelessness and financial hardships remain significant barriers to achieving the desired dropout rate. SLA remains committed to addressing these issues and updating its records to ensure an accurate dropout rate, reflecting ongoing efforts to support students in completing their education.

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

In reviewing the goal of maintaining a dropout rate below 5%, our analysis shows that although significant progress has been made, this target has not been met, as evidenced by the current dropout rate of 9%, down from 14% last year. We appreciate the efforts and progress made; however, it is crucial to address the persistent challenges and refine our approach to further reduce this rate.

Identification of Ineffective Actions
While our strategies to locate and re-engage students who had dropped out were well-intentioned, they have not sufficiently decreased the dropout rate to meet our goals. The use of technology and personal outreach, though supportive, did not account for broader socioeconomic issues and emotional barriers that continue to impact our students' ability to remain engaged.

Reasons for Ineffectiveness
Several core factors contributed to the ineffectiveness of our current strategies:

Socioeconomic Challenges: Financial hardships requiring students to work, alongside homelessness, have significantly hindered their ability to commit to education.
Emotional and Environmental Barriers: Increased isolation, technical challenges, and lack of supportive structures at home have exacerbated student disengagement.
Inadequate Support Systems: While resources like Chromebooks and internet access were provided, there was a lack of personalized, ongoing support to ensure effective use and engagement with educational tools.
Changes to Strengthen the Approach
To address these issues more effectively, we are implementing the following revised actions:

Enhanced Support Services: We will expand our support services to include financial counseling, mental health resources, and family engagement programs, aiming to address the root causes of dropout.
Community and Family Outreach Programs: New partnerships with community organizations will be formed to provide holistic support to students and their families, reducing barriers to education.
Tailored Re-engagement Efforts: Our re-engagement strategies will be personalized, moving beyond providing technology to ensuring each student has a customized support plan that addresses specific barriers they face.
Monitoring and Adjustment
Continuous monitoring of the impact of these new strategies will be crucial. We will employ a data-driven approach to regularly assess their effectiveness and make adjustments as needed. Our goal is not only to reduce the dropout rate but also to ensure a supportive and engaging educational environment for all students.

Conclusion

We are committed to redefining our strategies to effectively combat the dropout rate and support every student in completing their education at SLA. By focusing on comprehensive support and personalized engagement, we believe these adjustments will bring us closer to achieving our desired outcomes.

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.

SCALE
LEADERSHIP
ACADEMY
EAST

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 [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

SCALE Leadership Academy East is a non-classroom-based independent study charter school serving 1251 students in grades Transitional Kindergarten through 12th grade. Our school services pupils in Riverside, Orange, San Bernardino, Kern, Inyo, and San Diego counties. The demographics of our student population are approximately:

- 61% are socially and economically disadvantaged.
- 7.59%% receive special education services.
- 14.39% are identified as English Learners.
- 1.20% are foster youth.
- 4.72% are considered homeless.

During the 2023-24 school year, SLA employed 55 certificated and 16 classified employees and two temporary classified staff.

Vision Statement

SCALE Leadership Academy East is firmly committed to our educational model, emphasizing accountability, diversity, leadership, and learning. We believe that all students have the potential to excel in an environment of high expectations and robust support. Recognizing each child's unique gifts, SCALE offers a non-traditional setting that blends online learning, self-directed study, and project-based curriculum. Our high expectations are matched with excellent teacher support, more instructional minutes, and a wide range of electives, including college and career readiness and technology integration, which are not typically offered in traditional programs. Most importantly, we offer a personalized and flexible program tailored to each student at the beginning of every school year.

Mission Statement

Our mission at SCALE Leadership Academy East is to establish a TK-12 independent, exclusively virtual, non-classroom-based public

charter school that sets students on a path to success. SCALE supports students at their academic level through an Individualized Learning Plan (ILP) that incorporates strategies to help the whole child academically and emotionally. Our aim is that upon leaving SCALE Leadership Academy East, students:

- Are prepared to perform to their individual best and identify personal strengths to achieve success.
- Utilize technological resources and problem-solving skills to execute life skills and learning.
- Are motivated and can effectively communicate how to succeed, with an awareness of college expectations.
- Have developed a personal commitment to serve as leaders of the 21st century.

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 demonstrated substantial progress in several key performance areas, as indicated by the California School Dashboard. The reduction in chronic absenteeism by 2.5% reflects the success of our attendance improvement strategies. Maintaining a 0% suspension rate highlights the effectiveness of our positive behavioral interventions and supportive school climate. Significant progress in English learner proficiency, with a 27.8% increase, showcases the effectiveness of our targeted instructional strategies. The graduation rate increased by 3.2%, indicating the strength of our support systems for student completion.

However, the low percentage of students prepared for college or a career (13%) suggests the need for more robust college and career readiness programs. Improvements in English Language Arts (3.1 points) and Mathematics (18.4 points) are encouraging, though further focus on data-driven instruction and additional support for struggling students is necessary. Meeting all local indicators, including the implementation of academic standards, parent and family engagement, local climate survey, and access to a broad course of study, demonstrates a solid foundation for providing a comprehensive and standards-aligned education. By continuing to implement targeted interventions and support, SCALE Leadership Academy East is well-positioned to build on its successes and address areas of need.

This academic year marked the third year of full implementation of Career Technical Education (CTE) courses at SCALE Leadership Academy East. These courses have provided students with valuable hands-on learning experiences and opportunities for internships, facilitated by the support of industry and community partners. This initiative has proven particularly beneficial for vulnerable student populations, such as African American and homeless students, by equipping them with practical skills and connecting them to potential career pathways. The ability to mark students as CTE completers will enhance our College/Career Indicator (CCI), reflecting our commitment to preparing students for success beyond high school.

The progress in our individualized learning plans (ILPs) has significantly contributed to the improved graduation rates and English learner proficiency, aligning with our mission to support students at their academic level and help the whole child academically and emotionally.

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

Educational Partner(s)	Process for Engagement
Parents, Teachers, School Board Members, Students, Community Partners, School Staff, District	SCALE Leadership Academy East prioritizes the engagement of educational partners throughout the year. Our educational partners include parents, teachers, school board members, and community partners. To ensure productive discussions, specific agenda topics are created, focusing on feedback and collaboration. Key Engagement Methods: Surveys: Regularly distributed to gather input and perspectives. Emails: Frequent communication to keep partners informed and involved. Scheduled Meetings: Weekly and monthly meetings to discuss key topics and gather feedback. Focused Agendas: Meetings are structured with specific agenda topics that address current priorities and gather targeted feedback. Feedback Analysis: All feedback from surveys and meetings is systematically reviewed and categorized by themes. A dedicated team analyzes this feedback to identify actionable items and areas for improvement. Action Planning: Based on the analyzed feedback, action plans are developed. These plans outline specific steps to address the identified

Educational Partner(s)	Process for Engagement
	issues or implement suggested improvements. Each action plan includes clear objectives, timelines, responsible personnel, and required resources. Implementation and Monitoring: Action plans are implemented with regular monitoring to ensure progress. Monthly updates are provided during stakeholder meetings to track the status of each action item. Continuous feedback is solicited to refine and adjust action plans as needed. Alignment with Mission and Vision: All actions and strategies are aligned with our mission to support students at their academic level through individualized learning plans (ILPs), and help the whole child academically and emotionally. Our vision of high expectations and robust support systems guides our engagement with educational partners. We emphasize the importance of accountability, diversity, leadership, and learning in every interaction. These outreach methods are critical for understanding the needs and perspectives of our partners, ensuring their feedback directly impacts our students. The engagement process has consistently been a priority for SLA East and is a central element in our LCAP planning.

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

SCALE Leadership Academy East places significant emphasis on the feedback provided by our educational partners in shaping our LCAP. The insights and recommendations from various stakeholders, including parents, teachers, school staff, student representatives, and the school board, play a crucial role in our decision-making process.

Sources of Feedback:
1. School Site Council Meetings: Regular meetings with parents, teachers, school staff, and student representatives to discuss and review school policies and practices.
2. School Climate Surveys: Conducted to gather information on the school environment and identify areas for improvement.
3. Parent and Student Surveys:These surveys collect valuable input on school programs, student needs, and parent concerns.
4. Teacher Surveys: Teachers provide feedback on instructional strategies, resources, and professional development needs.

5. School Board and District Feedback: Collaborative discussions with the school board and district officials to align our goals with broader educational policies and standards.

Impact on LCAP:

Attendance Improvement: Feedback highlighted the need for targeted strategies to reduce chronic absenteeism, leading to the implementation of more effective attendance programs.

Social-Emotional Learning (SEL) and Multi-Tiered System of Supports (MTSS): Input from surveys and meetings underscored the importance of supporting students' social-emotional development and providing tiered interventions to address diverse needs. These efforts have contributed to maintaining a 0% suspension rate and fostering a supportive school climate.

English Learner Proficiency: Stakeholder feedback emphasized the necessity for robust instructional strategies, which informed our approach and led to a significant increase in English learner proficiency.

Graduation Support Systems: Discussions with educational partners underscored the need for comprehensive support for student completion, influencing our strategies to improve the graduation rate.

College and Career Readiness: Surveys and meetings identified the need for stronger college and career readiness programs, prompting us to enhance our CTE courses and related support systems.

Instructional Practices: Feedback from various surveys and meetings led to the adoption and improvement of instructional practices across key areas:
A. Standards-Aligned English Language Arts (ELA): Implementation of data-driven instruction and targeted interventions aligned with state standards to improve student performance.
B. Standards-Aligned Mathematics: Focused on providing additional support for struggling students through personalized instruction and the use of innovative teaching methods, all aligned with state math standards, to boost math proficiency.

Parent Engagement: Emphasizing the importance of involving parents in the educational process, we have implemented various strategies to increase parent engagement. These include regular communication, workshops, and events designed to foster a collaborative relationship between the school and families, ensuring parents are actively involved in their children's education.

By incorporating feedback from these diverse sources, SCALE Leadership Academy East ensures that our LCAP is responsive to the needs and priorities of our educational community, ultimately fostering a supportive and effective learning environment 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.			100% of teachers will be fully credentialed and appropriately assigned.	
1.2	100% of students will have standards-aligned instructional materials.	100% of students will have standards-aligned instructional materials.			100% of students will have standards-aligned instructional materials.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	School will pass the school safety evaluation with 80% accuracy	School will pass the school safety evaluation with 80% accuracy			School will pass the school safety evaluation with 80% accuracy	
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.			100% of staff will complete Safe School training, CPR and First Aid.	
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).			100% of Students have access to and are enrolled in a broad course of study (Social Science, Science, Health, PE, VAPA, World Language).	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

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
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

Action #	Title	Description	Total Funds	Contributing
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 Extraordinary or Atypical Needs.	Students and families who have identified exceptional and or other educational needs access alternative standards aligned resources and enrichment.	$1,682,978.00	No

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			100% of SLA teachers will be trained to implement all CA standards including how EL's	

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.			will access the CCSS and ELD standards.	
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%.			100% of English Learners will be identified and enrolled in the EL Support Hybrid Program with a consistent engagement rate of 60%.	
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.			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.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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			50% of English Learners (ELs) will progress at least one English Learner Progress Indicator (ELPI) level OR maintain ELPI Level 4.	
2.5	33% of EL pupils who maintained their current ELPI level, below level 4, will progress at least one English Learner Progress Indicator from the prior census.	33% of EL pupils who maintained their current ELPI level, below level 4, will progress at least one English Learner Progress Indicator from the prior census.			33% of EL pupils who maintained their current ELPI level, below level 4, will progress at least one English Learner Progress Indicator from the prior census.	
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.			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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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.			100% of EL pupils who qualify for reclassification by scoring at Summative ELPAC Overall PL 4 will reclassify.	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

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	SLA East aims to identify the English proficiency levels of all English Learners (ELs) and place them in targeted instructional groups to support their growth. The goal includes providing small group instruction, integrating ELs into the mainstream curriculum, and offering specialized instruction where needed. This approach aims for a minimum of 15%	$25,502.19	Yes

Action #	Title	Description	Total Funds	Contributing
		increase in ELs advancing at least one proficiency level by the end of the school year. Regular assessments and data analysis will inform instruction and ensure ELs receive appropriate support. Additionally, professional development for teachers and increased parental involvement will support these efforts.		
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.			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,	

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.				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.	
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.			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.	
3.3	100% of SPED students will reduce their distance from standard by 36.1 points (ELA), or the	100% of SPED students at SLA East are 113.4 points below the standard in ELA,			100% of SPED students will reduce their distance from	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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.	serving as the baseline for our targeted annual reduction of 36.1 points over the next three years.			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.	
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.			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.	
3.5	100% of Homeless students will reduce their distance from standard	100% of homeless students at SLA East are 53.5 points below			100% of Homeless students will reduce their	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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.	the standard in ELA, serving as the baseline for our targeted annual reduction of 18 points over the next three years			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.	
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 Hispanic 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.			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.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	100% of EL students will reduce their 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.	100% of EL students at SLA East are 101.1 points below the standard in Math, serving as the baseline for our targeted annual reduction of 35 points over the next three years.			100% of EL students will reduce their 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.	
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 Hispanic 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.			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 Hispanic student population.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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.			40% of high-school students will have successfully completed A-G requirements.	
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			40% of high-school students will have successfully completed Career and Technical Education (CTE) Pathways	
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 with our community partners for completion of a career certification post graduation.	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 with our community partners for completion of a career certification post graduation.			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 with our community partners for completion of a	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					career certification post graduation.	
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			20% of high-school students will have successfully completed A-G requirements AND Career and Technical Education (CTE) Pathways	
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.			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.	
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.			50% of pupils that take AP exams will pass with a score of 3 or higher.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 students are participating.			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.	
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.			80% of grade eleven pupils who opt-in to participate in the Early Assessment Program (EAP) or any subsequent assessment of college preparedness will	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					demonstrate college readiness.	
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.			100% of all high school students will be offered A-G approved course.	
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.			100% of all high school students will be offered Concurrent / Dual Enrollment opportunities.	
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.			90% of all 11th and 12th graders will successfully complete 2 CTE courses.	
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.			School will advertise and make available Golden State Merit Diploma and other specialized/personalized options.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.21	90% of students grades K/TK - 6 will demonstrate proficiency in English, Mathematics, Social sciences, Science, Visual and performing arts (VAPA), Health and Physical education (PE) courses.	90% of students grades K/TK - 6 will demonstrate proficiency in English, Mathematics, Social sciences, Science, Visual and performing arts (VAPA), Health and Physical education (PE) courses.			90% of students grades K/TK - 6 will demonstrate proficiency in English, Mathematics, Social sciences, Science, Visual and performing arts (VAPA), Health and Physical education (PE) courses.	
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.			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.	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

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

Action #	Title	Description	Total Funds	Contributing
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 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.	$28,598.00	No
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	$125,571.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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

Action #	Title	Description	Total Funds	Contributing
3.10	Specialized Instruction	Provide specialized instruction tailored to the needs of SPED students. Use evidence-based teaching methods and adaptive learning technologies.	$102,910.50	No
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.			100% of parents will be solicited for input in making decisions for the school.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	80% of parents will participate in biannual parent teacher conferences and Individual Learning Plan (ILP) Review if applicable.	80% of parents will participate in biannual parent teacher conferences and Individual Learning Plan (ILP) Review if applicable.			80% of parents will participate in biannual parent teacher conferences and Individual Learning Plan (ILP) Review if applicable.	
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.			100% of parents of students of unduplicated pupils will be offered trainings linked to student learning and social-emotional development.	
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 annual parent, student, and staff surveys.	80% of stakeholders experience the school climate as positive and safe as indicated by annual parent, student, and staff surveys.			80% of stakeholders experience the school climate as positive and safe as indicated by	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					annual parent, student, and staff surveys.	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

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

Action #	Title	Description	Total Funds	Contributing
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
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

Action #	Title	Description	Total Funds	Contributing
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
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			Students will attend school at a rate of 93% or more	
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.			Chronic absenteeism will be identified, addressed, and	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					rectified in 80% of all 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.			90% of middle school students will graduate, except for those who relocate.	
5.4	SLA East will maintain a high school dropout rate of less than 5%.	The baseline dropout rate is > 5%			SLA East will maintain a high school dropout rate of less than 5%.	
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.			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.	
5.6	Pupil suspension rates will not exceed 10%.	Pupil suspension rates will not exceed 10%.			Pupil suspension rates will not exceed 10%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.7	Pupil expulsion rates will not exceed 5%	Pupil expulsion rates will not exceed 5%			Pupil expulsion rates will not exceed 5%	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

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

Action #	Title	Description	Total Funds	Contributing
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
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

Action #	Title	Description	Total Funds	Contributing
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
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	$79,124.00	No

Action #	Title	Description	Total Funds	Contributing
		accelerated learning option that allows students to recover credits more quickly through intensive, short-term courses.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$2,018,138	$

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
14.893%	5.077%	$554,953.98	19.970%

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.1	**Action:** ELL Teaching Resources **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. **Scope:** Limited to Unduplicated Student Group(s)	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.	2.1
2.2	**Action:** ELL Professional Developments **Need:**	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	2.2

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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 **Scope:** Limited to Unduplicated Student Group(s)	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.	
2.3	**Action:** Data Analysis and Monitoring **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. **Scope:** Limited to Unduplicated Student Group(s)	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.	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	**Action:** Targeted ELL Support and Growth Initiative **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.	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. 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. 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.	2.4

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
2.5	**Action:** Enhanced Language Acquisition Programs **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 **Scope:** Limited to Unduplicated Student Group(s)	The actions designed to address the need to enhance and utilize the EL Hybrid Course will involve several strategic components.	2.5
2.6	**Action:** Parent and Family Engagement **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	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: 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.	2.6

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	partnering with local community organizations to offer additional resources and creating an interactive platform for ongoing communication and support. **Scope:** Limited to Unduplicated Student Group(s)	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. 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: Resources and Training Videos: These tools offer step-by-step guidance and educational content that parents can use to help their children. 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. 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.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.7	**Action:** Progress in English Learner Progress Indicator (ELPI) levels and reclassification rates **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. **Scope:** 　Limited to Unduplicated Student Group(s)	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: 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. 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. 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. Language Immersion Days: Implementing language immersion days where students	2.7

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		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. 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. 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.	
3.6	**Action:** Multi-Tiered Systems of Supports (MTSS) **Need:** The identified needs are as follows: Targeted Support for Low-Income Students: Addressing socio-economic barriers, particularly through technology access, to	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: 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	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	ensure these students have the tools they need for academic success. 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. Stability and Support for Homeless Students: Coordinating with social services and local agencies to provide stability and necessary support to address their unique challenges. 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. Increased Family Engagement and Academic Support for Hispanic Students: Providing resources in their native language and fostering greater family involvement to improve educational outcomes. Professional Development for Teachers: Training teachers on differentiated instruction and culturally responsive teaching practices to effectively meet the diverse needs of these student groups. Implementation of Multi-Tiered Systems of Support (MTSS): Establishing universal, targeted, and intensive interventions tailored to	students' diverse needs. This ensures that teachers can provide appropriate support through universal, targeted, and intensive interventions. 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. 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. 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. 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	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	the specific needs of low-income, African American, Homeless, and English Learner students to enhance their academic achievement. **Scope:** Limited to Unduplicated Student Group(s)	effectively communicate with the school and support their children's learning at home. 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. 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.	
5.1	**Action:** Culturally Responsive Teaching and Curriculum **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	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: 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	5.1

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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. **Scope:** Limited to Unduplicated Student Group(s)	bias, inclusive teaching practices, and culturally responsive pedagogy. 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. 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. 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. 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. Engagement with Diverse Communities: Encouraging educators to engage with the communities of their unduplicated pupils through	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		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. 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. 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.	
5.2	**Action:** Targeted Academic Support **Need:** The identified need based on the statement is to allocate additional resources for academic	The actions designed to address the need for additional academic support for unduplicated populations, including African American and Homeless students, are structured as follows: Allocation of Additional Resources: Increased funding and resources will be dedicated to academic interventions. This ensures that there are sufficient materials, programs, and support	5.2

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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. **Scope:** Limited to Unduplicated Student Group(s)	systems in place to effectively assist students in need. 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. 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. 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. 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. Regular Monitoring and Assessment: Continuously assessing student progress through formative and summative assessments. Regular monitoring allows for timely adjustments to interventions and	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		ensures that students are on track to meet their academic goals. 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. 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. 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.	
5.4	**Action:** Expanded Social-Emotional Support **Need:**	The actions designed to address the need for enhanced support services for unduplicated populations, including African American and Homeless students, are structured as follows: Increasing Counseling Services: Expanding the availability of counseling services within the school to ensure that all students have access to mental	5.4

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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. **Scope:** Limited to Unduplicated Student Group(s)	health support. This includes hiring additional counselors to reduce the student-to-counselor ratio, allowing for more individualized attention and support. 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. 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. 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. 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.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		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. 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. 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. 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.	

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		

2024-25 Total 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	$13,550,909	$2,018,138	14.893%	5.077%	19.970%

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			$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(	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	

2024-25 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
$13,550,909	$2,018,138	14.893%	5.077%	19.970%	$2,017,897.13	0.000%	14.891 %	**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 Student Group(s)	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 (%)
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	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$13,792,447.91	$9,191,159.00

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	$3,904,805.56	$2,905,469
1	1.2	Standards aligned curriculum	No	$396,873.81	$100,835
1	1.3	Safety Compliance	No	$75,624.56	$46,757
1	1.4	Student access to a broad course of study including core subjects and enrichment subject matter.	No	$2,377,235.56	$1,164,026
1	1.5	Broad Course of Study & Support Services for Extraordinary or Atypical Needs	No	$3,760,484.56	$1,960,005
2	2.1	ELL Teaching Resources	Yes	$182,849.56	$172,522
2	2.2	ELL Professional Developments	Yes	$76,506.56	
2	2.3	Data Analysis and Monitoring	Yes	$41,965.28	$114,721
3	3.1	Assessing students	No	$1,271,374.56	$232,991
3	3.2	A-G, career and college readiness, CTE, dual-enrollment, etc. course pathways.	No	$266,829.56	$197,005
3	3.3	Multi-Tiered Systems of Supports (MTSS)	Yes	$131,061.56	$125,571

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	3.4	Instructional technology and strategies	No	$80,655.56	$125,291
3	3.5	Reading and Math Interventions	No	$78,074.61	$157,500
3	3.6	College and Career Readiness Support	Yes	$154,205.56	$113,447
4	4.1	Parent engagement	No	$151,981.56	$143,069
4	4.2	Enhanced Parent and Community Engagement	Yes	$79,953.56	
5	5.1	Culturally Responsive Teaching and Curriculum	Yes	$119,182.56	
5	5.2	Targeted Academic Support	Yes	$212,846.97	$116,325
5	5.3	Targeted Academic Support	No	$236,589.56	$425,819
5	5.4	Expanded Social-Emotional Support	Yes	$151,381.56	$1,037,382
5	5.5	Data Analysis and Monitoring	No	$41,965.28	$52,424

2023-24 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)
2,055,650	$1,149,953.17	$1,500,696.02	($350,742.85)	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	$182,849.56	$182,849.56	0.000%	0.000%
2	2.2	ELL Professional Developments	Yes	$76,506.56	0	0.000%	
2	2.3	Data Analysis and Monitoring	Yes	$41,965.28	$114,720.71	0.000%	0.000%
3	3.3	Multi-Tiered Systems of Supports (MTSS)	Yes	$131,061.56	$122,871.46	0.000%	0.000%
3	3.6	College and Career Readiness Support	Yes	$154,205.56	$113,446.88	0.000%	0.000%
4	4.2	Enhanced Parent and Community Engagement	Yes	$79,953.56	0	0.000%	0.000%
5	5.1	Culturally Responsive Teaching and Curriculum	Yes	$119,182.56	0	0.000%	0.000%
5	5.2	Targeted Academic Support	Yes	$212,846.97	$75,331.02	0.000%	0.000%
5	5.4	Expanded Social-Emotional Support	Yes	$151,381.56	$891,476.39	0.000%	0.000%

2023-24 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)
10,930,037	2,055,650	0.00%	18.807%	$1,500,696.02	0.000%	13.730%	$554,953.98	5.077%