



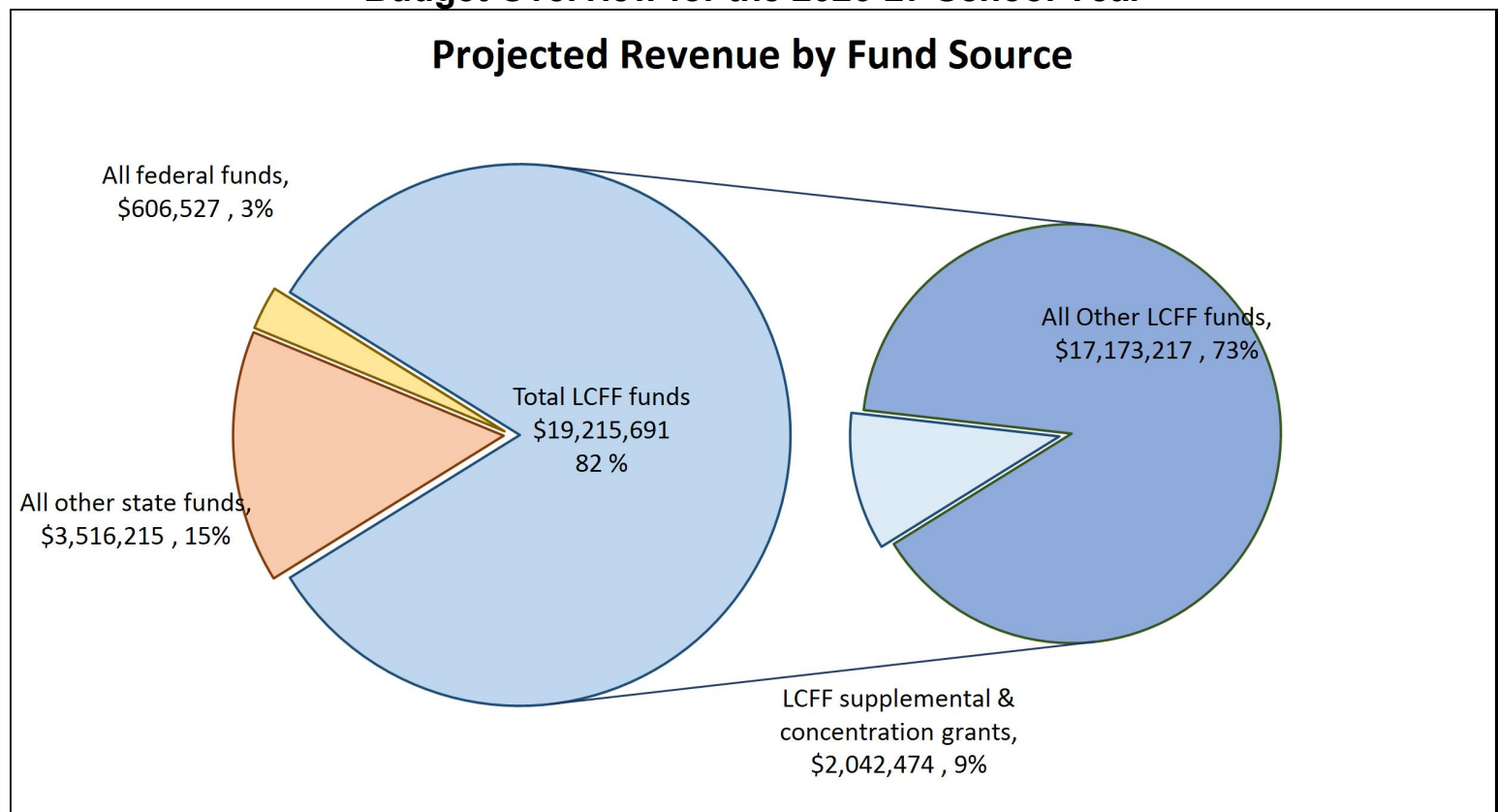
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Palo Verde Unified School District- SCALE Leadership Academy East
CDS Code: 33 67181 0138610
School Year: 2026-27
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 2026-27 School Year

Projected Revenue by Fund Source

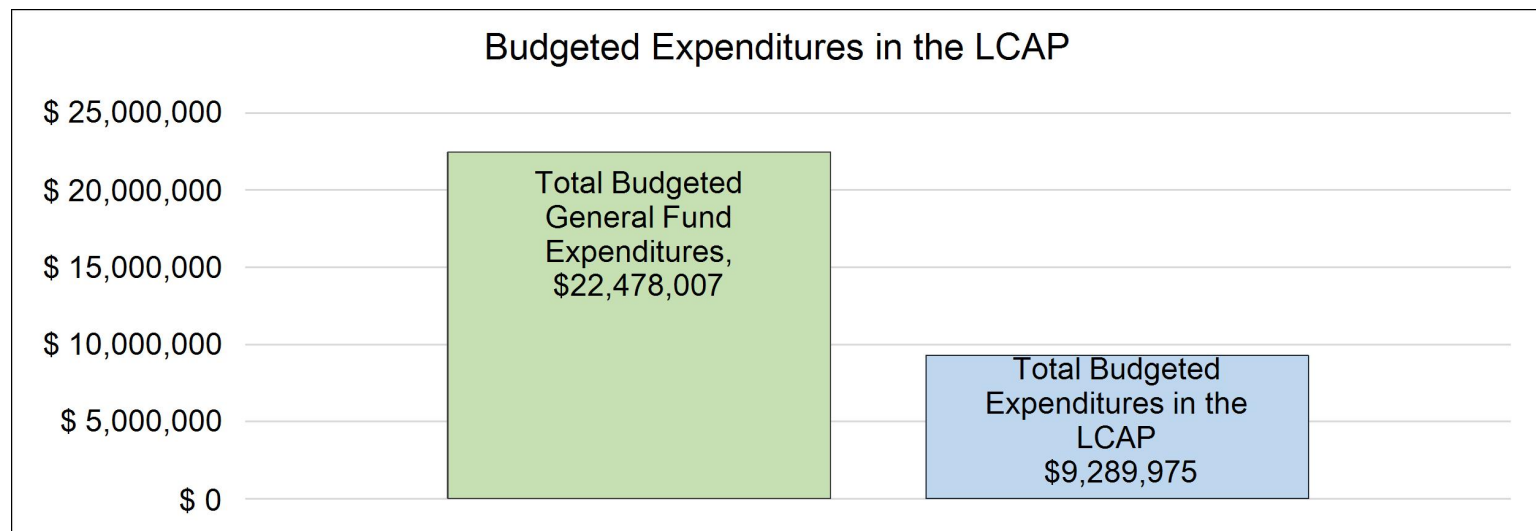


This chart shows the total general purpose revenue Palo Verde Unified School District- SCALE Leadership Academy East expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Palo Verde Unified School District- SCALE Leadership Academy East is \$23,338,433, of which \$19,215,691 is Local Control Funding Formula (LCFF), \$3,516,215 is other state funds, \$ is local funds, and \$606,527 is federal funds. Of the \$19,215,691 in LCFF Funds, \$2,042,474 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Palo Verde Unified School District- SCALE Leadership Academy East plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Palo Verde Unified School District- SCALE Leadership Academy East plans to spend \$22,478,007 for the 2026-27 school year. Of that amount, \$9,289,975 is tied to actions/services in the LCAP and \$13,188,032 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The General Fund Budget expenditures not included in the LCAP represent operational and program costs that support the overall functioning of the school but are not identified as specific LCAP actions or services. These expenditures may include general administrative costs, routine operational expenses, business services, facilities-related costs, insurance, general staffing and payroll costs, technology infrastructure, and other schoolwide expenditures necessary to operate the instructional program. While these costs support the overall educational program, they are not separately identified as planned LCAP actions because they are part of the school's base operational budget.

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

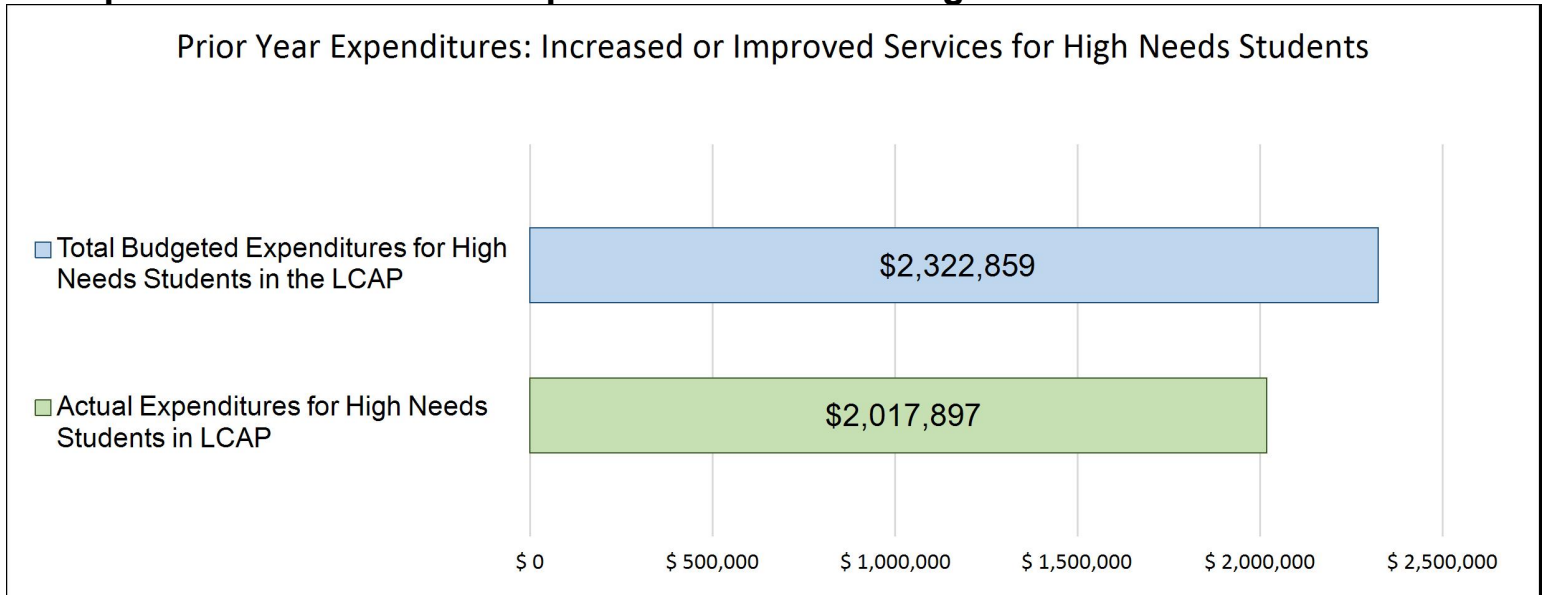
In 2026-27, Palo Verde Unified School District- SCALE Leadership Academy East is projecting it will receive \$2,042,474 based on the enrollment of Foster Youth, English learner, and low-income students. Palo Verde Unified School District- SCALE Leadership Academy East must describe how it intends to 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.

The projected LCFF Supplemental and Concentration Grant amount for 2026–27 is \$2,042,474, while the LCAP currently identifies \$2,017,897 in budgeted contributing actions, resulting in a difference of \$24,577. SCALE Leadership Academy East will meet its increased or improved services requirement by ensuring the remaining amount is directed toward additional or expanded supports for unduplicated pupils, including English learners, low-income students, and foster youth. These supports may include targeted academic intervention, English Learner support, designated and integrated ELD, progress monitoring, family engagement, attendance support, counseling support, and other services aligned to the needs identified through Dashboard and local data. The LEA will continue to monitor expenditures and

implementation to ensure services for high-needs students meet or exceed the required proportionality obligation.

LCFF Budget Overview for Parents

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



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 2025-26, Palo Verde Unified School District- SCALE Leadership Academy East's LCAP budgeted \$2,322,859 for planned actions to increase or improve services for high needs students. Palo Verde Unified School District- SCALE Leadership Academy East actually spent \$2,017,897 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$304,962 had the following impact on Palo Verde Unified School District- SCALE Leadership Academy East's ability to increase or improve services for high needs students:

In 2025–26, SCALE Leadership Academy East budgeted \$2,322,859 for actions and services to increase or improve services for high-needs students and estimated actual expenditures of \$2,017,897, resulting in a difference of \$304,962. This difference was primarily due to timing, implementation, staffing, and/or actual cost variations for planned services. Although actual expenditures were lower than originally budgeted, the LEA continued to provide increased or improved services for high-needs students through targeted academic support, English Learner services, progress monitoring, family engagement, attendance support, counseling support, and other student-centered interventions. The difference did not eliminate the planned focus on high-needs students; rather, the LEA will continue to monitor implementation and align future expenditures to ensure unduplicated pupils receive the intended level of support.



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	Derrick Spiva Interim Executive Director	chris.shockley@scaleacademy.org 888-315-4660 ext. 104

Plan Summary [2026-27]

General Information

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

SCALE Leadership Academy East is a non-classroom-based, independent study public charter school serving 1565 students in grades Transitional Kindergarten through 12. The school supports a diverse student body residing across Riverside, Orange, San Bernardino, Imperial, and San Diego counties. Based on the most recently available Dashboard/CALPADS data, the approximate demographics of our student population reflect a broad range of educational needs:

- 56.4% are identified as socially and economically disadvantaged
- 16.2% are English learners
- 6.4% receive special education services
- 3.3% are experiencing homelessness
- 0.2% are foster youth

For the 2025–26 school year, SCALE Leadership Academy East employed certificated 57 and 36 classified staff members.

Vision Statement

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

Mission Statement

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

Perform at their personal best and recognize their strengths

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

Communicate effectively and demonstrate readiness for college or career pathways

Embrace leadership and civic responsibility as 21st-century learners

Reflections: Annual Performance

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

SCALE Leadership Academy East has continued to make progress in several key performance areas, as evidenced by the California School Dashboard. Chronic absenteeism improved by 2.1%, graduation rates increased by 7.4%, ELA increased by 11.3 points (29.4 points below standard), Math increased by 17.4 points (56.2 points below standard) and Science increased by 3.1 points.

Our College/Career Indicator declined by 4.9%, with 35.6% of students classified as prepared. Additionally, English Language Progress decreased by 8.5%, reiterating the need for more dedicated ELD instruction and revision of the program.

The Dashboard also highlighted critical areas in need of focused intervention. Hispanics experienced a 16.1 point decline in English Language Arts (ELA), placing them in the Orange performance level. Similarly, Hispanic students and students with disabilities (SWD) scored in the Red performance level for Math, with hispanic students declining to a DFS of -97.6.

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

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

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

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

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

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

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents, Teachers, School Board Members, Students, Community Partners, School Staff, District	SCALE Leadership Academy East prioritizes meaningful engagement of educational partners throughout the school year. Educational partners include parents/guardians, students, teachers, administrators, school staff, board members, community partners, and district/authorizer representatives. Engagement is structured, ongoing, and responsive to feedback to ensure that input from educational partners informs the development and refinement of the Local Control and Accountability Plan. Engagement methods include surveys, School Site Council meetings, school climate surveys, parent and student feedback, teacher feedback, staff meetings, board discussions, and review of state and local data. These opportunities allow educational partners to provide input on school priorities, student needs, academic achievement, English Learner progress, attendance, college and career readiness, school climate, and resource allocation. Feedback is reviewed by school leadership to identify trends, areas of strength, and areas of need. This process supports the development of LCAP goals, actions, metrics, and services aligned to student outcomes and educational partner priorities. Educational partners are also provided opportunities to review progress and provide additional feedback throughout the year so that supports can be adjusted as student needs change.

SCALE Leadership Academy East used educational partner feedback, California School Dashboard results, and local data to inform the development of the adopted LCAP. Feedback was gathered through multiple methods, including School Site Council meetings, school climate surveys, parent and student surveys, teacher feedback, staff discussions, board input, and collaborative review of student outcome data.

Educational partners identified several areas of continued strength, including the school's flexible independent study model, individualized teacher support, improved attendance patterns, graduation support, and the use of data to monitor student progress. These areas align with current performance results showing improvement in chronic absenteeism, graduation rate, English Language Arts, Mathematics, and Science.

At the same time, feedback and data review highlighted the need for more focused academic intervention and stronger progress monitoring for student groups with persistent gaps. Although overall ELA and Math results improved, the data continued to show significant need in Mathematics, with students still performing 56.2 points below standard overall. Educational partners also reviewed subgroup results showing that Hispanic students declined by 16.1 points in ELA and that both Hispanic students and students with disabilities performed at the Red level in Math.

Feedback from teachers, administrators, and families also reinforced the need to strengthen English Learner supports. English Language Progress declined by 8.5%, indicating a need for more consistent designated ELD, integrated language supports, progress monitoring, and coordination between English Learner services and core instruction. As a result, the LCAP continues to include actions focused on English Learner achievement, structured language development, and targeted support in both ELA and Math.

Educational partner input also influenced the school's continued focus on college and career readiness. Although 35.6% of students were classified as prepared on the College/Career Indicator, the indicator declined by 4.9%. This feedback supports the need to strengthen CTE pathways, college and career planning, graduation monitoring, and student engagement in activities that prepare students for postsecondary options.

In response to these findings, the LCAP maintains and refines actions connected to targeted academic intervention, English Learner supports, services for students with disabilities, college and career readiness, attendance monitoring, family engagement, and school climate. Educational partner feedback helped ensure that the LCAP reflects both areas of progress and areas requiring continued improvement, with a focus on using state and local data to guide supports for historically underserved student groups.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	100% of teachers will be fully credentialed and appropriately assigned.	98% of teachers will be fully credentialed and appropriately assigned.	Scale Leadership Academy - East continues to uphold its commitment to ensuring that 100% of classroom teachers are fully credentialed and appropriately assigned. While the 2023–24 monitoring report	SCALE Leadership Academy East maintained near-full implementation of the teacher credentialing and assignment metric during the 2024-25 school year. According to the 2024-25 CalSAAS monitoring report, 823 assignments	100% of teachers will be fully credentialed and appropriately assigned.	The baseline was 98% of teachers fully credentialed and appropriately assigned. In 2024-25, SCALE Leadership Academy East demonstrated approximately 99.6% assignment alignment based on CalSAAS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			identified five misassignments—primarily within general education and Career Technical Education—the overwhelming majority (over 99%) of teaching assignments were compliant. The LEA did not report any vacancies, reflecting strong recruitment and retention practices. To support full credentialing alignment, the school implements proactive credentialing audits and assignment reviews at multiple points throughout the year. These systems ensure early detection and resolution of credentialing discrepancies, demonstrating a strong internal commitment to	were monitored, with 3 misassignments identified and 0 vacancies reported. The majority of assignment exceptions were addressed through appropriate Local Assignment Options under EC §44865. Based on assignment-level data, approximately 99.6% of monitored assignments were appropriately assigned or locally authorized.		monitoring data, representing an estimated 1.6 percentage point increase from baseline. The school remains approximately 0.4 percentage points below the 100% target due to 3 identified misassignments. Continued credentialing and assignment monitoring will remain a priority, particularly for English Language Development assignments

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			meeting both state and federal standards. This outcome aligns directly with the school's LCAP goal to maintain appropriate conditions for learning and complies with Priority 1 metrics under the California Education Code.			
1.2	100% of students will have standards-aligned instructional materials.	100% of students will have standards-aligned instructional materials.	SCALE Leadership Academy - East ensures that all students have uninterrupted access to standards-aligned instructional materials across all subject areas. Instructional resources include a robust suite of digital platforms such as Acellus, Renaissance, Google Classroom, MyOn, Freckle, and Exact Path, along with supplemental curriculum-aligned	SCALE Leadership Academy East maintained full access to standards-aligned instructional materials for all students during the 2024-25 school year. Students continued to receive access to core instructional resources, digital curriculum platforms, intervention tools, and supplemental materials aligned to grade-level content standards. These resources	100% of students will have standards-aligned instructional materials.	There is no change from the baseline. SCALE Leadership Academy East maintained 100% student access to standards-aligned instructional materials, continuing to meet the established target and Priority 1 requirements.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			materials used for both core and intervention instruction. This approach is especially critical in supporting the school's independent study model. To maintain this level of access, the school conducts ongoing monitoring of instructional material distribution and digital access. Staff feedback, student input, and family engagement are leveraged to quickly identify and resolve any access barriers. These efforts support sustained compliance with Williams Act requirements and demonstrate the LEA's commitment to providing equitable learning opportunities for all students.	supported instruction across subject areas and helped ensure that students in the independent study model had the materials needed to participate in required coursework and targeted academic support. The school continued to monitor access to instructional materials through teacher feedback, student and family communication, platform access review, and internal program checks. When access needs were identified, staff worked to resolve them in a timely manner to support continuity of instruction. This reflects continued compliance with Priority 1 expectations and the school's		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				commitment to providing equitable access to standards-aligned learning resources.		
1.3	School will pass the school safety evaluation with 80% accuracy	School will pass the school safety evaluation with 80% accuracy	SCALE Leadership Academy - East conducted comprehensive facility safety inspections in collaboration with the local Fire Department. All findings were documented and reviewed by the site safety team. The school maintained compliance with critical safety standards, particularly those related to facility upkeep, emergency preparedness, and hazard mitigation. Improvement plans were created in response to inspection results and prioritized based on urgency	SCALE Leadership Academy East continued to meet school safety expectations during the 2024-25 school year by completing the required school safety review process and maintaining compliance with identified safety standards. The school reviewed safety procedures, facility conditions, emergency preparedness practices, and staff responsibilities to ensure that students and staff were supported in a safe learning environment. As part of this process, the school continued to use inspection	School will pass the school safety evaluation with 80% accuracy	The school continued to meet the baseline expectation of passing the school safety evaluation with at least 80% accuracy. This reflects maintained compliance with school safety expectations and continued implementation of safety review, follow-up, and facility readiness practices.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			and potential impact. These plans included targeted resource allocations to address identified needs. Ongoing safety training was delivered to staff to reinforce best practices and emergency response protocols. Additionally, follow-up inspections and continuous feedback loops were implemented to evaluate and adjust safety interventions, ensuring sustained facility readiness and student safety.	results, staff input, and follow-up review to identify and address any areas needing attention. When safety-related needs were identified, the school prioritized timely correction, staff communication, and continued monitoring. This reflects the school's ongoing commitment to maintaining safe, orderly, and supportive conditions for learning.		
1.4	100% of staff will complete Safe School training, CPR and First Aid.	100% of staff will complete Safe School training, CPR and First Aid.	SCALE Leadership Academy - East has achieved full compliance in staff training and certification requirements. All staff members have completed mandated Safe Schools training,	SCALE Leadership Academy East maintained full staff completion of required safety training during the 2024-25 school year. Staff completed Safe School training, CPR, and First Aid	100% of staff will complete Safe School training, CPR and First Aid.	There is no difference from the baseline. SCALE Leadership Academy East maintained the target of 100% staff completion for Safe School training, CPR, and First Aid,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			as well as CPR and First Aid certification. The Human Resources department is actively verifying certifications and ensuring documentation is current. For new hires, Safe Schools training modules are assigned with designated completion deadlines to ensure timely onboarding. Progress is being closely tracked through internal monitoring systems to maintain a safe and responsive school environment. This high level of staff preparedness supports the LEA's ongoing commitment to student safety, emergency readiness, and	requirements to support emergency preparedness, student safety, and compliance with school safety expectations. The school continued to monitor completion through internal tracking systems and Human Resources review. New staff were assigned required training modules during onboarding, and existing staff were monitored to ensure certifications and annual training requirements remained current. This ongoing process supports a safe and responsive school environment and reflects the school's continued commitment to Priority 1: Basic Services.		demonstrating continued implementation of required safety training and staff preparedness practices.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			adherence to foundational standards under Priority 1: Basic Services.			
1.5	100% of Students have access to and are enrolled in a broad course of study (Social Science, Science, Health, PE, VAPA, World Language).	100% of Students have access to and are enrolled in a broad course of study (Social Science, Science, Health, PE, VAPA, World Language).	SCALE Leadership Academy - East ensures that all students are enrolled in a comprehensive course of study that meets California state requirements and supports both academic and personal growth. Students participate in core academic subjects—English, mathematics, science, and social science—while also having access to physical education, visual and performing arts (VAPA), and world language options. The school maintained 100%	SCALE Leadership Academy East maintained 100% student access to a broad course of study during the 2024-25 school year. Students continued to have access to required and standards-aligned coursework across core academic subjects, including English language arts, mathematics, science, and social science, as well as additional areas such as health, physical education, visual and performing arts, and world language. The school's independent study model continued to support student	100% of Students have access to and are enrolled in a broad course of study (Social Science, Science, Health, PE, VAPA, World Language).	There is no difference from the baseline. SCALE Leadership Academy East maintained 100% student access and enrollment in a broad course of study, including social science, science, health, physical education, visual and performing arts, and world language, reflecting continued alignment with state priorities and access expectations.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			access to a broad course of study for all students during the academic year. Continuous efforts in course expansion, proactive counselor support, and integration of student feedback have helped refine offerings and strengthen student engagement. This commitment aligns with Priority 7 and reflects the school's dedication to equitable and well-rounded educational opportunities.	access through individualized learning plans, course placement review, teacher support, counselor guidance, and ongoing monitoring of student progress. These systems helped ensure that students were enrolled in appropriate courses aligned to state requirements, graduation pathways, and individual academic needs. This outcome reflects the school's continued commitment to providing equitable access to a comprehensive educational program aligned with Priority 7.		

Goal Analysis [2025-26]

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

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

In the 2024-25 school year, SCALE Leadership Academy - East implemented key actions aligned with the goal of maintaining appropriate conditions for learning and ensuring student access to a broad course of study. These actions addressed teacher credentialing and assignment monitoring, instructional materials access, facilities maintenance, school safety, required staff training, and academic course offerings.

Implementation of Actions:

Teacher Credentialing and Assignment: The school maintained near-full compliance with credentialing and assignment requirements. According to the 2024-25 CalSAAS monitoring report, 823 assignments were monitored, with 3 misassignments identified and 0 vacancies reported. The majority of assignment exceptions were addressed through appropriate Local Assignment Options under EC §44865. The administration team continued working with affected staff and Human Resources to review assignment data, address credentialing gaps, and minimize disruption to students.

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

Facilities in Good Repair: The school continued to maintain safe and appropriate learning and operational spaces. Safety inspections, facility reviews, and maintenance processes were used to identify and address concerns promptly, while ongoing staff training reinforced safety protocols.

Broad Course of Study: Students continued to have access to a comprehensive course of study that included core academic subjects and electives such as PE, VAPA, and World Language. Student scheduling and course placement were personalized based on student need, grade level, academic progress, and interests.

Challenges:

A key challenge involved managing credentialing compliance timelines, particularly when addressing the 3 identified misassignments. Continued monitoring is needed to ensure assignment alignment, especially in areas connected to English Language Development.

Supporting digital access for all students in the independent study model also required ongoing monitoring, communication, and technical support to ensure students could access instructional platforms and complete assigned coursework.

Successes:

The school maintained access to instructional materials and a broad course of study for students across grade levels.

The school reported 0 vacancies in the 2024-25 CalSAAS monitoring report, supporting continuity of instruction and staffing.

Facility and safety concerns were addressed through ongoing monitoring, maintenance, and staff training.

Staff continued to complete required safety training and certifications to support safe and compliant school operations.

Substantive Differences:

There were no major substantive deviations from the planned actions outlined in the LCAP. Minor adjustments were made in staffing review, scheduling, and assignment monitoring to address credentialing gaps and ensure continued access to required courses and services.

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

There were material differences between budgeted expenditures and estimated actual expenditures for Goal 1 as reported in the Annual Update Table. Planned Goal 1 expenditures totaled approximately \$5.22 million, while estimated actual expenditures totaled approximately \$3.09 million, resulting in reported estimated actual expenditures that were approximately \$2.14 million lower than planned.

The difference appears to reflect the need for stronger alignment between planned LCAP actions and the way payroll, accounts payable, vendor costs, operational costs, and staff time are coded or attributed to specific LCAP goals and actions. The planned Goal 1 actions, including teacher credentialing and assignment monitoring, instructional materials access, school safety compliance, required safety training, and access to a broad course of study, continued to be implemented during the year.

This difference does not indicate that the planned actions were not implemented. Rather, it indicates that the LEA will need to strengthen internal tracking and coding processes so that actual expenditures connected to Goal 1 actions are more consistently reflected in the Annual Update Table.

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

The actions implemented to support appropriate conditions for learning and access to a broad course of study were generally effective in making progress toward the goal. The school maintained systems for teacher credentialing and assignment monitoring, instructional materials access, facilities maintenance, school safety, required staff training, and access to academic course offerings.

Credentialing and Assignment: The action to employ fully credentialed and appropriately assigned teachers was largely effective. According to the 2024-25 CalSAAS monitoring report, 823 assignments were monitored, with 3 misassignments identified and 0 vacancies reported. In addition, the majority of assignment exceptions were addressed through appropriate Local Assignment Options under EC §44865. This reflects strong assignment monitoring overall, while also identifying a continued need to review and strengthen assignment alignment, particularly in English Language Development.

Instructional Materials Access: Actions related to providing standards-aligned instructional materials were effective. Students continued to have access to necessary instructional content, including digital platforms and core curriculum resources that support the independent study model.

Facilities in Good Repair: The school maintained safe and appropriate learning and operational environments through safety inspections, facilities maintenance, and staff training. These actions supported the school's ability to maintain facilities in good repair and address safety-related needs.

Broad Course of Study: Student access to a broad course of study was sustained. Students had access to required subject areas and elective offerings, and course placement continued to be personalized based on student need, grade level, academic progress, and interests.

Collectively, these actions supported alignment with State Priorities 1 and 7 by maintaining appropriate instructional conditions, access to materials, safe facilities, and a broad course of study. No actions were deemed ineffective; however, credentialing and assignment monitoring will remain an area for continued review to ensure all assignments are appropriately aligned.

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

Based on reflection and analysis of implementation during the 2024-25 school year, no major changes were made to the goal, metrics, target outcomes, or actions for the coming year. The school will continue implementing actions aligned with maintaining appropriate conditions for learning and ensuring access to a broad course of study.

Teacher Credentialing and Assignment: While the school maintained near-full assignment alignment overall, the 2024-25 CalSAAS report identified 3 misassignments. In response, the administration team will continue strengthening credential and assignment review processes in collaboration with Human Resources. This includes earlier review of staffing assignments, closer monitoring of English Language Development assignments, and continued use of appropriate Local Assignment Options where applicable.

Instructional Materials: No major changes were made, as current systems continue to support student access to standards-aligned instructional materials. The school will continue monitoring access to digital platforms and curriculum resources to support students in the independent study model.

Facilities Maintenance and School Safety: The school will continue using safety inspections, maintenance processes, and required staff training to maintain safe and appropriate learning and operational spaces. Preventive monitoring will continue to help identify and address facility or safety concerns in a timely manner.

Broad Course of Study: The school will continue to provide students with access to a comprehensive course of study, including core academic subjects and elective opportunities. Counselors and staff will continue to review student schedules and course placements to support access, student interest, academic progress, and graduation or promotion requirements.

These adjustments reflect the school's ongoing commitment to compliance, continuous improvement, and maintaining appropriate conditions for learning while supporting student access to a broad course of study.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher Certification	Teacher Certification- Teachers must be fully credentialed or in a program within a specific timeline to complete certification. Any teachers who are missing any items will complete waivers, and or take additional coursework for certification. Teachers with new credentials, will be sponsored through the induction program after a minimum hours/years teaching and with SCALE.	\$2,206,770.00	No
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 CCSS and ELD standards.	100% of SLA teachers will be trained to implement all CA standards including how EL's will access the CCSS and ELD standards.	In 2023–24, 100 % of SLA teachers completed the required ELD trainings, meeting the metric. SCALE Leadership Academy–East set	During the 2024-25 school year, SCALE Leadership Academy East maintained 100% completion of required teacher training related to	100% of SLA teachers will be trained to implement all CA standards including how EL's will access the	There was no change from the baseline. SCALE Leadership Academy East maintained 100% teacher completion of required training

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			a goal for 100% of teachers to complete foundational training on implementing California Standards, including how English Learners (ELs) access both the Common Core State Standards (CCSS) and the English Language Development (ELD) standards. In the 2023–24 school year, 100% of SLA teachers successfully completed the required ELD training, fully meeting the goal. This ensures all instructional staff are equipped to support ELs in accessing grade-level content through integrated and designated ELD strategies.	implementation of California standards, including how English Learners access the Common Core State Standards and English Language Development standards. Teachers continued to participate in training and professional learning designed to support standards-aligned instruction, integrated and designated ELD practices, and differentiated support for English Learners across content areas. This continued implementation helped ensure that instructional staff were equipped to support English Learners in accessing grade-level content while	CCSS and ELD standards.	related to California standards, Common Core access, and ELD standards, continuing to meet the established goal for this metric.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				developing academic language. The school maintained the established target and continued to align professional learning with the goal of supporting English Learner access to both academic content standards 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%.	SCALE Leadership Academy–East set a goal for 100 % of ELs to be enrolled in the EL Support Hybrid Program with 60 % engagement. In 2023–24, SCALE enrolled 100 % (185) of EL students in the EL Support Program. However, Rosetta Stone engagement was only 18 %, falling short of the 26 % baseline (and well below the 60 % goal).	During the 2024-25 school year, SCALE Leadership Academy East maintained 100% identification and enrollment of English Learners in the EL Support Hybrid Program. All English Learners were identified based on ELPAC Initial or Summative assessment results and were deemed eligible for English Language Development support services.	100% of English Learners will be identified and enrolled in the EL Support Hybrid Program with a consistent engagement rate of 60%.	SCALE Leadership Academy East maintained 100% identification and enrollment of English Learners in the EL Support Hybrid Program, showing no change from the enrollment baseline. Engagement improved from the 26% baseline to 40% Rosetta Stone participation, representing a 14 percentage point increase. In

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SCALE Leadership Academy–East set a goal for 100% of English Learners (ELs) to be enrolled in the EL Support Hybrid Program, with a target engagement rate of 60%. In 2023–24, all 185 EL students were successfully enrolled in the program, meeting the enrollment portion of the goal. However, Rosetta Stone engagement averaged only 18%, falling short of both the 26% baseline and the 60% engagement target. This highlights the need for increased student support and accountability measures to improve consistent participation in the program.	The school continued to monitor English Learner engagement through participation in scheduled ELD support meetings and activity on the Rosetta Stone platform. Weekly ELD meeting engagement was recorded at 64%, meeting the 60% engagement expectation for the program. Rosetta Stone engagement also improved, with 90 of 223 English Learners, or 40%, logging into the platform during the year. This represents an increase from the 26% baseline and the 18% Year 1 outcome, though Rosetta Stone usage remains an area for continued improvement.		addition, weekly ELD meeting engagement reached 64%, exceeding the 60% engagement expectation. While Rosetta Stone usage remains below the target, overall engagement evidence shows improved participation and stronger implementation of monitoring systems for English Learners.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				The ELD Coordinator conducted ongoing reviews of English Learner participation and Rosetta Stone activity and shared summary reports with Teachers of Record to support follow-up, accountability, and increased student engagement. These monitoring practices helped strengthen implementation of the EL Support Hybrid Program and informed continued efforts to improve consistent participation across both synchronous and asynchronous ELD supports.		
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	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	SCALE Leadership Academy–East set a goal for at least 15 % of ELs to improve by one ELPAC performance level. In 2023–24, when	In 2024-25, SCALE Leadership Academy East continued to implement targeted support strategies for English Learners	SLA East will implement targeted support strategies for EL's to achieve a minimum of 15% growth in English language	The baseline target for this metric was that at least 15% of English Learners would demonstrate growth in English language

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	but not limited to teacher made assessments and benchmarks.	but not limited to teacher made assessments and benchmarks.	we match on SSID and include only those ELs with valid Overall PL scores in both 2022–23 and 2023–24 (59 students), 29 of 59 (49.2 %) increased by at least one level—well above our 15 % target. If we broaden the denominator to include all 104 ELs who had any valid placement code in 2022–23 (per the CDE dashboard), then 54 of 104 (51.9 %) improved at least one level. The difference between 59 versus 104 emerges because 45 ELs either were newcomers in 2023–24 (no 2022–23 record) or did not have a numeric “Overall PL” in 2022–23.	to support growth in English language proficiency. Among English Learners with valid matched Summative ELPAC Overall Performance Level results in both 2023-24 and 2024-25, 51 of 114 students, or 44.7%, increased by at least one performance level. This exceeded the target of at least 15% growth by 29.7 percentage points, indicating that targeted English Learner support strategies contributed to continued progress in English language proficiency.	proficiency as measured by variety assessments including but not limited to teacher made assessments and benchmarks.	proficiency. In 2024-25, 44.7% of matched English Learners increased by at least one Summative ELPAC Overall Performance Level, which is 29.7 percentage points above the 15% target. This reflects continued progress and indicates that the school exceeded the established goal for English Learner proficiency growth.
2.4	50% of English Learners (ELs) will progress at least one English Learner Progress	30% of English Learners (ELs) will progress at least one English Learner	SCALE Leadership Academy–East set a goal for Spring 2024 that 50	In 2024-25, SCALE Leadership Academy East continued to	50% of English Learners (ELs) will progress at least one English	The baseline was 30% of English Learners progressing at

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Indicator (ELPI) level OR maintain ELPI Level 4.	Progress Indicator (ELPI) level OR maintain ELPI Level 4	percent of ELs would either advance one ELPAC level or remain at PL 4. In 2022–23 (baseline), 30 percent of ELs met that criterion. In 2023–24, among the 59 ELs with valid ELPI scores in both years, 29 of 59 (49.2 percent) advanced or maintained PL 4—19.2 percentage points above the 30 percent baseline. When we include the broader pool of 104 ELs (all ELs who had any valid placement in 2022–23), 57 of 104 (54.8 percent) achieved this milestone—24.8 percentage points above baseline. The “59 vs. 104” difference exists because 45 ELs either were new arrivals in 2023–24 (no 2022–23	implement targeted support strategies for English Learners to support progress in English language proficiency. Among English Learners with valid matched Summative ELPAC Overall Performance Level results in both 2023-24 and 2024-25, 54 of 114 students, or 47.4%, progressed at least one level or maintained Level 4. This includes 51 students who increased at least one performance level and 3 students who maintained Level 4. While the outcome was 17.4 percentage points above the 30% baseline, it was 2.6 percentage points below the 50%	Learner Progress Indicator (ELPI) level OR maintain ELPI Level 4.	least one ELPI level or maintaining Level 4. In 2024-25, 47.4% of matched English Learners met this criterion, representing a 17.4 percentage point increase from the baseline. Although this reflects continued progress, the outcome remains 2.6 percentage points below the Year 3 target of 50%, indicating the need to continue strengthening English Learner supports, progress monitoring, and consistent engagement in ELD services.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			numeric placement) or did not have a listed numeric PL in 2022–23.	Year 3 target, indicating continued progress with a need for additional focus to meet the final target.		
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.	Metric 2.5 requires identifying those ELs who held the same performance level below 4 in 2021–22/ 2022–23, then seeing how many of that group moved up one level in 2023–24. According to the 2022–23 dashboard, 21 ELs maintained a PL < 4 (from 2021–22), but because we lack student-level SSID data for 2021–22, we cannot isolate exactly which 21 ELs these were. In 2023–24, we see that 33 ELs (of our 59-match group) held a level < 4 and 54 ELs improved at least one level (if we include the full 104	In 2024-25, SCALE Leadership Academy East calculated Metric 2.5 using a student-level matched cohort across the 2022-23, 2023-24, and 2024-25 Summative ELPAC score files. The analysis identified English Learners who maintained the same Overall Performance Level below Level 4 from 2022-23 to 2023-24, then determined whether those students progressed at least one level in 2024-25. Based on this analysis, 24	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.	The baseline for this metric was 33% of English Learners who maintained their current ELPI level below Level 4 progressing at least one level from the prior census. In 2024-25, 45.0% of the matched cohort progressed at least one Overall Performance Level, which is 12.0 percentage points above the baseline and target. This indicates that the school met the metric while continuing to identify English Learners who need targeted support after maintaining the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			EL dashboard cohort, 11 of 72 prior-year “maintained < 4” ELs improved in 2022–23, but we cannot directly track that same 21-student group into 2023–24). Therefore, while we know the “maintained < 4” and “progressed” counts, we cannot compute the true 33 % figure for Year 1 without the 2021–22 SSID roster.	English Learners maintained the same Overall Performance Level below Level 4 from 2022-23 to 2023-24. Of those students, 20 had valid 2024-25 Summative ELPAC Overall Performance Level results. Among the students with a valid Year 2 outcome, 9 of 20 students, or 45.0%, progressed at least one Overall Performance Level in 2024-25. This exceeded the 33% target by 12.0 percentage points.		same proficiency level below Level 4.
2.6	33% of EL pupils who decreased at least one ELPI level from the prior census will progress at least one English Learner Progress Indicator or maintain their current level from the prior census.	33% of EL pupils who decreased at least one ELPI level from the prior census will progress at least one English Learner Progress Indicator or maintain their current level from the prior census.	Metric 2.6 hinges on identifying ELs who dropped at least one level in 2021–22/2022–23 and then measuring how many of those same ELs either regained a level or held steady in 2023–24. The	In 2024-25, SCALE Leadership Academy East calculated Metric 2.6 using a student-level matched cohort across the 2022-23, 2023-24, and 2024-25 Summative ELPAC score files.	33% of EL pupils who decreased at least one ELPI level from the prior census will progress at least one English Learner Progress Indicator or maintain their current level from the prior census.	The baseline for this metric was 33% of English Learners who decreased at least one ELPI level from the prior census progressing at least one level or maintaining their current level. In

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			dashboard's 2022–23 summary shows 13 ELs declined (out of a 72 EL denominator), but because we do not have the student-level ELPAC file for 2021–22, we cannot isolate which SSIDs comprised that “13 declined” group. In 2023–24, 13 of the 59-match ELs did decline (22–23/23–24), 54 improved, and 3 maintained PL 4. However, we cannot say how many of the original 13 “prior declined” ELs are among the 57 (54 “progress” + 3 “PL 4 /PL 4”) in 2023–24, nor can we calculate the exact 33 % for Year 1. To truly close that gap, we would need the 2021–22 SSID-level roster.	The analysis identified English Learners who declined at least one Overall Performance Level from 2022-23 to 2023-24, then determined whether those students progressed at least one level or maintained their current level in 2024-25. Based on this analysis, 6 English Learners declined at least one Overall Performance Level from 2022-23 to 2023-24. Of those students, 4 had valid 2024-25 Summative ELPAC Overall Performance Level results. Among the students with a valid Year 2 outcome, 4 of 4 students, or 100%, either maintained their current level		2024-25, 100% of the matched cohort with valid outcome data met this criterion, representing a 67 percentage point increase above the baseline and target. Because the matched cohort was small, the school will continue to monitor this student group closely while maintaining targeted English Learner supports and progress monitoring systems.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				or progressed at least one level in 2024-25. This exceeded the 33% target by 67 percentage points.		
2.7	100% of EL pupils who qualify for reclassification by scoring at Summative ELPAC Overall PL 4 will reclassify.	100% of EL pupils who qualify for reclassification by scoring at Summative ELPAC Overall PL 4 will reclassify.	SCALE Leadership Academy–East set a goal for 100% of English Learner (EL) students who scored Proficiency Level (PL) 4 to be reclassified. In 2023–24, 32 EL students achieved PL 4, and 12 were reclassified—resulting in a 37.5% reclassification rate. This falls 62.5 percentage points below the target and indicates a need to strengthen our reclassification processes and supports. To address this, we will enhance collaboration between ELD teachers and academic counselors to	In 2024-25, 38 English Learners scored Overall Performance Level 4 on the Summative ELPAC, making them eligible for reclassification review under the English language proficiency criterion. Of those students, 18 were reclassified, resulting in a reclassification rate of 47.4%. This represents an improvement from the Year 1 outcome of 37.5%, when 12 of 32 students who scored PL 4 were reclassified. Although the reclassification rate increased by 9.9 percentage points, the	100% of EL pupils who qualify for reclassification by scoring at Summative ELPAC Overall PL 4 will reclassify.	The baseline and target for this metric call for 100% of English Learners who score Summative ELPAC Overall PL 4 to be reclassified. In 2024-25, 18 of 38 students, or 47.4%, were reclassified. This is 52.6 percentage points below the 100% target, though it reflects a 9.9 percentage point improvement from the Year 1 reclassification rate of 37.5%. Continued focus is needed to ensure students who meet the ELPAC criterion are reviewed promptly for all required reclassification criteria.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			ensure all PL 4 students are immediately reviewed for reclassification eligibility. We will also implement an automated flagging system in our SIS to notify staff when students reach PL 4, prompting timely intervention. In addition, parent outreach and support will be expanded to guide families through the reclassification process. These actions will help ensure that students who are academically ready are successfully reclassified and supported in their transition.	outcome remained below the 100% target, indicating a need to strengthen the timely review and completion of all reclassification criteria and related documentation.		

Goal Analysis [2025-26]

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

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

During the 2024-25 implementation year, SCALE Leadership Academy East continued to carry out actions aligned with Goal 2 by strengthening implementation of California academic content standards, supporting English Learners' access to Common Core State

Standards and English Language Development standards, improving ELD program monitoring, and refining systems for English Learner progress and reclassification.

Implementation of Actions:

Teacher Training and Standards Implementation: SCALE Leadership Academy East maintained 100% completion of required teacher training related to implementation of California standards, including how English Learners access the Common Core State Standards and English Language Development standards. Professional learning continued to focus on standards-aligned instruction, integrated and designated ELD, and instructional practices that support English Learners across content areas.

EL Support Hybrid Program: English Learners continued to be identified and enrolled in the EL Support Hybrid Program. During the 2024-25 school year, 100% of English Learners were enrolled in the program. Engagement monitoring improved through the use of scheduled ELD support meetings, Rosetta Stone activity reports, and weekly communication from the ELD Coordinator to Teachers of Record. Weekly ELD meeting engagement reached 64%, meeting the 60% engagement expectation. Rosetta Stone engagement also improved to 40%, with 90 of 223 English Learners logging into the platform, though platform usage remains below the 60% target.

Data Analysis and Monitoring: The school continued to strengthen its use of ELPAC and local data to monitor English Learner growth. Student-level ELPAC analysis was used to calculate progress across multiple metrics, including English Learner proficiency growth, ELPI progress, maintenance of Level 4, and outcomes for students who previously maintained or declined in proficiency level. This improved the school's ability to identify students in need of targeted support and monitor progress over time.

Targeted EL Support and Growth: The school continued implementing targeted support strategies for English Learners through ELD support structures, differentiated instruction, language development activities, and progress monitoring. In 2024-25, 51 of 114 matched English Learners, or 44.7%, increased at least one Summative ELPAC Overall Performance Level, exceeding the 15% target for English language proficiency growth. In addition, 54 of 114 students, or 47.4%, either progressed at least one level or maintained Level 4, which was above the 30% baseline but slightly below the 50% target.

Enhanced Language Acquisition Supports: The school was able to calculate more precise cohort outcomes using matched ELPAC student-level data. Among English Learners who maintained the same Overall Performance Level below Level 4 from 2022-23 to 2023-24 and had valid 2024-25 results, 9 of 20 students, or 45.0%, progressed at least one level in 2024-25. This exceeded the 33% target and reflected progress for students who had previously remained at the same proficiency level.

Parent and Family Engagement: The ELD program continued to strengthen communication with families and staff regarding English Learner supports, ELPAC results, and reclassification expectations. Family outreach and teacher communication remained important areas of focus, particularly for increasing student engagement in ELD supports and ensuring families understand reclassification requirements.

Progress in English Learner Indicator and Reclassification: Reclassification processes improved but remained an area of need. In 2024-25, 38 English Learners scored Overall Performance Level 4 on the Summative ELPAC. Of those students, 18 were reclassified, resulting in a 47.4% reclassification rate. This was an improvement from the Year 1 outcome of 37.5%, but it remained below the 100% target, indicating the need for continued refinement of reclassification review, documentation, parent consultation, and follow-up systems.

Challenges:

A continued challenge was ensuring consistent engagement across all components of the EL Support Hybrid Program. While weekly ELD meeting engagement reached 64%, Rosetta Stone engagement improved to only 40%, remaining below the 60% target.

Another challenge was ensuring that students who scored Summative ELPAC Overall PL 4 moved through the full reclassification review process in a timely manner. Although the reclassification rate improved, fewer than half of PL 4 students were reclassified.

The school also continued to identify a need for stronger alignment between ELD support, classroom instruction, local benchmark monitoring, and follow-up by Teachers of Record.

Successes:

Maintained 100% teacher completion of required standards and ELD training.

Maintained 100% identification and enrollment of English Learners in the EL Support Hybrid Program.

Improved Rosetta Stone engagement from 18% in Year 1 to 40% in Year 2.

Reached 64% weekly ELD meeting engagement, exceeding the 60% engagement expectation.

Exceeded the 15% English language proficiency growth target, with 44.7% of matched English Learners increasing at least one ELPAC Overall Performance Level.

Reached 47.4% of matched English Learners progressing at least one level or maintaining Level 4, showing continued progress toward the 50% target.

Exceeded the 33% target for students who previously maintained the same level below Level 4, with 45.0% progressing at least one level.

Exceeded the 33% target for students who previously declined, with 100% of the small matched cohort maintaining or improving in 2024-25.

Improved reclassification from 37.5% in Year 1 to 47.4% in Year 2.

Substantive Differences:

There were no known substantive deviations from the planned implementation of Goal 2 actions. Actions related to teacher training, EL identification and enrollment, ELD support, progress monitoring, and reclassification review were implemented. However, implementation showed varying levels of effectiveness across action areas. Engagement in weekly ELD meetings met the target, while Rosetta Stone usage and reclassification completion continued to require additional attention and refinement.??

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

There were no significant material differences between budgeted expenditures and estimated actual expenditures for Goal 2. Planned Goal 2 expenditures totaled approximately \$622,138, while estimated actual expenditures totaled approximately \$593,695, resulting in reported estimated actual expenditures that were approximately \$28,443 lower than planned.

Because all Goal 2 actions were identified as contributing actions supporting English Learners, estimated actual expenditures remained closely aligned to the planned level of increased or improved services. Actions such as ELL teaching resources, ELL professional development, data analysis and monitoring, targeted ELL support, enhanced language acquisition programs, multi-tiered systems of support, and instructional technology and strategy were implemented to support English Learner access to academic content standards and English Language Development standards.

Overall, Goal 2 actions were implemented substantially as planned. The minor expenditure difference does not indicate a significant reduction in the level of services provided to English Learners. The LEA will continue monitoring expenditures and service delivery to ensure contributing actions are accurately tracked and aligned with the needs of English Learners.

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

The actions implemented under Goal 2 were generally effective in supporting English Learner access to standards, improving progress monitoring, and increasing English Learner growth, though some actions require continued refinement to improve engagement consistency and reclassification outcomes.

Teacher Training: This action was effective. SCALE Leadership Academy East maintained 100% teacher completion of required training related to California standards, Common Core access, and ELD standards. This supported instructional staff in providing access to grade-level content and language development strategies for English Learners.

EL Support Hybrid Program: This action was partially effective. The school maintained 100% identification and enrollment of English Learners in the program. Weekly ELD meeting engagement reached 64%, meeting the 60% engagement expectation. However, Rosetta Stone engagement reached 40%, which reflected improvement from both the baseline and Year 1 outcome but remained below the 60% target. This indicates that program access and synchronous engagement improved, while asynchronous platform engagement requires continued focus.

Data Analysis and Monitoring: This action was effective. The school used student-level ELPAC data to calculate English Learner growth, identify matched student cohorts, and monitor progress across multiple ELPI-related metrics. This improved the school's ability to move from general program monitoring to more precise student-level analysis.

Targeted English Learner Support: This action was effective. In 2024-25, 51 of 114 matched English Learners, or 44.7%, increased at least one Summative ELPAC Overall Performance Level, exceeding the 15% target. This suggests that targeted supports contributed to measurable English language proficiency growth.

ELPI Progress and Maintenance of Level 4: This action was moderately effective. In 2024-25, 54 of 114 matched English Learners, or 47.4%, progressed at least one level or maintained Level 4. This was above the 30% baseline and close to the 50% target, indicating continued progress with a need for additional refinement.

Enhanced Language Acquisition Supports: This action was effective for the identified cohort. Among students who maintained the same Overall Performance Level below Level 4 from 2022-23 to 2023-24 and had valid 2024-25 results, 9 of 20 students, or 45.0%, progressed at least one level. This exceeded the 33% target and showed positive movement for students who had previously stalled below Level 4.

Supports for Students Who Previously Declined: This action was effective, although the cohort was small. Among students who declined at least one Overall Performance Level from 2022-23 to 2023-24 and had valid 2024-25 results, 4 of 4 students, or 100%, maintained or improved in 2024-25. Because the cohort was small, the school will continue monitoring this group carefully.

Reclassification Workflow: This action was partially effective. The school improved its reclassification rate from 37.5% in Year 1 to 47.4% in Year 2. However, only 18 of 38 students who scored Summative ELPAC Overall PL 4 were reclassified. This indicates that reclassification systems improved but still require stronger follow-up, documentation, parent consultation, and coordination among the ELD Coordinator, Teachers of Record, counselors, and administration.

Collectively, Goal 2 actions supported measurable progress in English Learner growth and program monitoring. No actions were deemed fully ineffective, but Rosetta Stone engagement and reclassification completion remain priority areas for improvement.

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

Based on reflection and analysis of Goal 2 implementation, SCALE Leadership Academy East will maintain the core actions connected to teacher training, English Learner identification and enrollment, ELD support, progress monitoring, family communication, and reclassification. The school will also refine implementation in areas where data showed continued need, particularly Rosetta Stone engagement, consistent participation in ELD supports, and reclassification completion.

Teacher Training and Standards Implementation: The school will continue required training related to California standards, Common Core access, and ELD standards. Professional learning will continue to emphasize integrated and designated ELD, differentiated instruction, and practical strategies teachers can apply in daily instruction.

EL Support Hybrid Program: The school will continue enrolling 100% of identified English Learners in the EL Support Hybrid Program. To strengthen engagement, the ELD Coordinator and Teachers of Record will continue monitoring weekly ELD participation and Rosetta Stone usage. Additional follow-up will be used for students who are enrolled but not consistently engaging in platform-based or synchronous supports.

Rosetta Stone Engagement: Because Rosetta Stone engagement improved but remained below the 60% target, the school will continue refining expectations for student usage, teacher follow-up, and communication with families. Weekly monitoring reports will continue to be shared with Teachers of Record so that staff can identify students who need reminders, support, or additional accountability.

EL Data Monitoring: The school will continue using student-level ELPAC data to monitor English Learner growth, identify students who maintain or decline in proficiency level, and prioritize students for additional support. The school will also continue using local benchmark data, teacher input, and progress monitoring tools as supplemental information to guide instructional planning.

Targeted ELD Supports: The school will continue refining targeted support for English Learners based on proficiency level, growth history, and current academic need. Students who remain at the same level below Level 4 or who previously declined will be monitored closely and prioritized for additional language development support.

Family Engagement: The school will strengthen communication with families of English Learners by providing clearer information about ELD supports, engagement expectations, ELPAC results, and reclassification requirements. Family outreach will continue to focus on increasing understanding of the EL program and supporting consistent student participation.

Reclassification Process: The school will continue refining the reclassification workflow for students who score Summative ELPAC Overall PL 4. This may include earlier identification of PL 4 candidates, improved tracking of required criteria, timely communication with families, coordination with Teachers of Record and counselors, and use of a checklist or monitoring system to ensure eligible students are reviewed promptly.

These adjustments reflect the school's continued movement from foundational implementation toward stronger, more consistent execution of English Learner supports. The school will continue using state and local data to monitor progress, strengthen instructional supports, and improve outcomes for English Learners.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	ELL Teaching Resources	We have a robust team of specialists and teachers who collaboratively plan curriculum aligned with the ELD standards. This team provides additional instruction to support and enhance the general educational instruction, ensuring that the specific needs of English Learners are met effectively.	\$172,522.00	Yes
2.2	ELL Professional Developments	Professional development workshops focused on ELs' standards and needs, aligning the SLA curriculum with the standards and providing	\$102,502.19	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
2.3	Data Analysis and Monitoring	Data analysis and monitoring involve the systematic collection, analysis, and interpretation of data to inform decision-making and track progress towards goals in education for EL students. It helps SCALE identify trends, disparities, and areas for improvement, enabling targeted interventions and resource allocation. By utilizing data effectively, we can make informed decisions, evaluate interventions, and continuously improve educational outcomes.	\$114,721.00	Yes
2.4	Targeted ELL Support and Growth Initiative	Targeted ELL Support and Growth Initiative is planned to be supported in part by the Learning Recovery Emergency Block Grant (LREBG), which has not yet been expended. This action aims to identify English proficiency levels of all English learners and place them in targeted instructional groups for small group instruction and specialized language development. The initiative is designed to help at least 15% of ELs advance one proficiency level by the end of the school year, using regular assessments and data-driven instruction. Once implemented, LREBG funds will support instructional staffing, professional development for teachers in designated and integrated ELD strategies, and increased family engagement efforts. These planned expenditures align with allowable LREBG uses by supporting learning acceleration and addressing the disproportionate impact of COVID-19 on English learners. This action directly addresses needs identified through the California School Dashboard and local assessment data, including the significant academic decline among English learners.	\$25,502.19	Yes

Action #	Title	Description	Total Funds	Contributing
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 5% growth rate (as	19% of students scored a level 3 or higher in ELA & Math.	SCALE Leadership Academy East set a goal that 50 percent of students would meet at least one of these three paths: (1) score Level 3 or higher on both CAASPP ELA and Math, (2) score Level 3 or higher in one CAASPP subject and achieve a Star 360 SGP = 30 in the other, or (3) demonstrate a Star	In 2024-25, SCALE Leadership Academy East evaluated Metric 3.1 using students with valid scored CAASPP records in both ELA and Math. Of the 715 students included in the denominator, 374 students, or 52.3%, met at least one of the three academic proficiency or growth pathways.	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	The baseline was 19% of students scoring Level 3 or higher in both ELA and Math. In 2024-25, 52.3% of students met at least one of the proficiency or growth pathways, representing a 33.3 percentage point increase from the baseline and exceeding the 50% target by 2.3 percentage points. This reflects

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	measured by the DFS or 30 average SGP as measured by Star 360) in these subjects.		360 SGP = 30 in both subjects if below Level 3 on each CAASPP. In 2023–24, when we match on SSID and include only those students with valid scale scores in both CAASPP ELA and Math for Spring 2023 and Spring 2024 (n = 657), 219 of 657 (33.3 %) met at least one of the three “paths.” Breaking that down: Path 1 (Level 3+ in both CAASPPs): 120 of 657 = 18.3 % Path 2 (Level 3+ in one CAASPP + SGP = 30 in the other): 43 of 657 = 6.5 % Path 3 (SGP = 30 in both subjects while below Level 3 on each CAASPP): 56 of 657 = 8.5 % If we broaden the denominator to include all 701	This included 153 students who scored Level 3 or higher in both ELA and Math, 100 students who scored Level 3 or higher in one CAASPP subject and demonstrated STAR SGP of 30 or higher in the other subject, and 121 students who scored below Level 3 in both CAASPP subjects but demonstrated STAR SGP of 30 or higher in both Reading and Math. This outcome exceeded the 50% target.	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.	substantial growth in the percentage of students demonstrating either proficiency, growth, or a combination of both across ELA and Math.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			students who generated at least one CAASPP score report in Spring 2024, then 219 of 701 (31.2 %) met at least one path. The difference between 657 versus 701 emerges because 44 students generated a valid score report in one subject but did not end up with valid scale scores in both ELA and Math.			
3.2	100% of African American students will reduce their distance from standard by 27.1 points (ELA), or the equivalent percentage, per testing year for three consecutive years, or achieve an average growth of 27.1 points (ELA) per year across the African American student population.	Currently, 100% of African American students at SLA East are 86.4 points below the standard in ELA, serving as the baseline for our targeted annual reduction of 27.1 points over the next three years.	SCALE Leadership Academy East set a goal for Spring 2024 that African American students would reduce their Distance From Standard (DFS) in ELA by 27.1 points (i.e., close the gap to standard by 27.1 annually). In 2022–23, African American students at SCALE were an average of 86.4 points below	SCALE Leadership Academy East continued to monitor African American student performance in English Language Arts using CAASPP Distance from Standard. In 2024-25, African American students measured 56.7 points below standard in ELA, compared to 83.1 points below	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.	African American students improved from 86.4 points below standard at baseline to 56.7 points below standard in 2024-25, representing a 29.7-point improvement from baseline. This reflects strong positive movement and exceeds the 27.1-point baseline reduction target by 2.6 points. When

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			standard in ELA. In Year 1 (2023–24), that cohort measured 83.1 points below standard—an improvement of 3.3 points, which is 23.8 points short of our 27.1-point reduction target.	standard in 2023-24 and 86.4 points below standard at baseline. This represents a 26.4-point improvement from Year 1 and a 29.7-point improvement from the baseline. Although the year-over-year improvement was 0.7 points short of the 27.1-point annual growth target, the subgroup demonstrated substantial progress toward closing the gap to standard.		viewed year-over-year, the subgroup improved by 26.4 points from 2023-24 to 2024-25, which was 0.7 points short of the annual 27.1-point growth target.
3.3	100% of SPED students will reduce their distance from standard by 36.1 points (ELA), or the equivalent percentage, per testing year for three consecutive years, or achieve an average growth of 36.1 points (ELA) per year across the SPED student population.	100% of SPED students at SLA East are 113.4 points below the standard in ELA, serving as the baseline for our targeted annual reduction of 36.1 points over the next three years.	SCALE Leadership Academy East set a goal for Spring 2024 that students with disabilities (SPED) would reduce their DFS in ELA by 36.1 points. In 2022–23, SPED students were on average 113.4 points below standard in ELA. In Year 1 (2023–24),	SCALE Leadership Academy East continued to monitor English Language Arts outcomes for students with disabilities using CAASPP Distance from Standard. In 2024-25, students with disabilities measured 71.8 points below	100% of SPED students will reduce their distance from standard by 36.1 points (ELA), or the equivalent percentage, per testing year for three consecutive years, or achieve an average growth of 36.1 points (ELA) per year	Students with disabilities improved from 113.4 points below standard at baseline to 71.8 points below standard in 2024-25, representing a 41.6-point improvement from baseline. This exceeds the 36.1-point target by 5.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SPED students measured 78.7 points below standard—an improvement of 34.7 points, falling just 1.4 points shy of the 36.1-point target.	standard in ELA, compared to 78.7 points below standard in 2023-24 and 113.4 points below standard at baseline. This represents a 6.9-point improvement from Year 1 and a 41.6-point improvement from baseline, exceeding the targeted 36.1-point reduction.	across the SPED student population.	points and reflects continued positive movement in ELA for students with disabilities.
3.4	100% of EL students will reduce their distance from standard by 24 points (ELA), or the equivalent percentage, per testing year for three consecutive years, or achieve an average growth of 24 points (ELA) per year across the student population.	100% of EL students at SLA East are 82 points below the standard in ELA, serving as the baseline for our targeted annual reduction of 24 points over the next three years.	SCALE Leadership Academy–East set a goal for Spring 2024 that English Learner (EL) students would reduce their Distance From Standard (DFS) in ELA by 24 points. In 2022–23, EL students were an average of 82.0 points below standard in ELA. In Year 1 (2023–24), that cohort measured 99.1 points below standard—a	SCALE Leadership Academy East continued to monitor English Learner performance in English Language Arts using CAASPP Distance from Standard. In 2024-25, English Learners measured 84.7 points below standard in ELA, compared to 99.1 points below standard in 2023-24 and 82.0 points below standard at	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 EL student population.	English Learners declined from 82.0 points below standard at baseline to 84.7 points below standard in 2024-25, representing a 2.7-point decline from baseline. Although this reflects a 14.4-point improvement from Year 1, the subgroup remains 26.7 points short of the targeted reduction to 58.0 points below standard.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			decline of 17.1 points, which is 41.1 points short of our 24-point reduction target.	baseline. This represents a 14.4-point improvement from Year 1, but remains 2.7 points below the baseline performance level, indicating that English Learners showed recovery from the prior year while still needing continued targeted support to meet the 24-point reduction target.		
3.5	100% of Homeless students will reduce their distance from standard by 18 points (ELA), or the equivalent percentage, per testing year for three consecutive years, or achieve an average growth of 18 points (ELA) per year across the student population.	100% of homeless students at SLA East are 53.5 points below the standard in ELA, serving as the baseline for our targeted annual reduction of 18 points over the next three years	SCALE Leadership Academy East set a goal for Spring 2024 that Homeless students would reduce their DFS in ELA by 18.0 points. In 2022–23, Homeless students were 53.5 points below standard in ELA. In Year 1 (2023–24), they were 155.7 points below standard—a decline of 102.2 points, which places them 120.2 points farther from standard than the	SCALE Leadership Academy East continued to monitor English Language Arts outcomes for students experiencing homelessness using CAASPP Distance from Standard. In 2024–25, students experiencing homelessness measured 234.5 points below standard in ELA, compared to 155.7 points below standard in 2023–	100% of Homeless students will reduce their distance from standard by 18 points (ELA), or the equivalent percentage, per testing year for three consecutive years, or achieve an average growth of 18 points (ELA) per year across the homeless student population.	Students experiencing homelessness declined from 53.5 points below standard at baseline to 234.5 points below standard in 2024–25, representing a 181.0-point decline from baseline. The subgroup is 199.0 points short of the targeted reduction to 35.5 points below standard. This result identifies homeless students as a priority group for

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			18-point improvement envisioned.	24 and 53.5 points below standard at baseline. This represents a 78.8-point decline from Year 1 and a 181.0-point decline from baseline, indicating a significant area of need for students experiencing homelessness.		targeted academic support, progress monitoring, and additional intervention in ELA.
3.6	100% of Hispanic students will reduce their distance from standard by 36.1 points (MATH), or the equivalent percentage, per testing year for three consecutive years, or achieve an average growth of 36.1 (MATH) points per year across the student population.	100% of Hispanic students at SLA East are 95.2 points below the standard in Math, serving as the baseline for our targeted annual reduction of 36.1 points over the next three years.	SCALE Leadership Academy East set a goal for Spring 2024 that Hispanic students would reduce their DFS in Math by 36.1 points. In 2022–23, Hispanic students were 95.2 points below standard in Math. In Year 1 (2023–24), Hispanic students measured 86.8 points below standard—an improvement of 8.4 points, falling 27.7 points short of the 36.1-point reduction target.	SCALE Leadership Academy East continued to monitor Hispanic student performance in Mathematics using CAASPP Distance from Standard. In 2024-25, Hispanic students measured 97.6 points below standard in Math, compared to 86.8 points below standard in 2023-24 and 95.2 points below standard at baseline. This represents a 10.8-point decline from Year 1 and a 2.4-point decline from baseline, indicating	100% of Hispanic students will reduce their distance from standard by 36.1 points (MATH), or the equivalent percentage, per testing year for three consecutive years, or achieve an average growth of 36.1 (MATH) points per year across the Hispanic student population.	Hispanic students declined from 95.2 points below standard at baseline to 97.6 points below standard in 2024-25, representing a 2.4-point decline from baseline. The subgroup is 38.5 points short of the targeted reduction to 59.1 points below standard, reinforcing the need for continued Math intervention, progress monitoring, and targeted instructional support.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				that Hispanic students remain a priority group for targeted Math support.		
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 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.	SCALE Leadership Academy East set a goal for Spring 2024 that English Learners (ELs) would reduce their DFS in Math by 35.0 points. In 2022–23, EL students were 101.1 points below standard in Math. In Year 1 (2023–24), EL students measured 118.7 points below standard—a decline of 17.6 points (i.e., 17.6 points farther from standard), placing them 52.6 points away from the 35-point gain goal.	SCALE Leadership Academy East continued to monitor English Learner performance in Mathematics using CAASPP Distance from Standard. In 2024-25, English Learners measured 110.2 points below standard in Math, compared to 118.7 points below standard in 2023-24 and 101.1 points below standard at baseline. This represents an 8.5-point improvement from Year 1, but remains a 9.1-point decline from baseline, indicating partial recovery from the prior year while still showing a significant need for targeted Math	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 EL student population.	English Learners declined from 101.1 points below standard at baseline to 110.2 points below standard in 2024-25, representing a 9.1-point decline from baseline. Although the subgroup improved by 8.5 points from Year 1, it remains 44.1 points short of the targeted reduction to 66.1 points below standard.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				support for English Learners.		
3.8	100% of Homeless students will reduce their distance from standard by 29 points (MATH), or the equivalent percentage, per testing year for three consecutive years, or achieve an average growth of 29 (MATH) points per year across the student population.	100% of homeless students at SLA East are 87.2 points below the standard in Math, serving as the baseline for our targeted annual reduction of 29 points over the next three years.	SCALE Leadership Academy East set a goal for Spring 2024 that Homeless students would reduce their DFS in Math by 29.0 points. In 2022–23, Homeless students were 87.2 points below standard in Math. In Year 1 (2023–24), they measured 178.0 points below standard—a decline of 90.8 points, which places them 119.8 points farther from standard than the 29-point improvement target.	SCALE Leadership Academy East continued to monitor Mathematics outcomes for students experiencing homelessness using CAASPP Distance from Standard. In 2024–25, homeless students measured 262.1 points below standard in Math, compared to 178.0 points below standard in 2023–24 and 87.2 points below standard at baseline. This represents an 84.1-point decline from Year 1 and a 174.9-point decline from baseline, identifying homeless students as a significant priority group for Math intervention and wraparound academic support.	100% of Homeless students will reduce their distance from standard by 29 points (MATH), or the equivalent percentage, per testing year for three consecutive years, or achieve an average growth of 29 (MATH) points per year across the Homeless student population.	Compared to the baseline of 87.2 points below standard in Math, homeless students measured 262.1 points below standard in 2024–25. This represents a decline of 174.9 points from baseline, meaning homeless students moved farther from standard rather than meeting the intended improvement target.

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.	SCALE Leadership Academy-East established a goal for 40% of high school students to successfully complete A-G requirements. Based on data from the 2024 graduating class, 34.1% of students met this benchmark, falling short of the target by 5.9 percentage points. Several factors contributed to this outcome. A substantial number of students transferred into SCALE during their 11th or 12th-grade year already credit deficient, limiting their ability to recover and complete A-G coursework. Persistent challenges with student engagement also negatively	In Year 2, SCALE increased the A–G completion rate for the 2025 graduating class from 34.1% in 2024 to 39.6% in 2025, representing a 5.5 percentage point increase and demonstrating meaningful progress toward the established goal of 40% of high school students successfully completing A–G requirements. While the school narrowly missed the target by 0.4 percentage points, the data reflects positive momentum and early indicators that implemented strategies are contributing to improved student outcomes. Continued challenges included enrolling	40% of high-school students will have successfully completed A-G requirements.	The baseline goal for A–G completion was established at 40%. Data from the 2025 graduating class indicates a completion rate of 39.6%, narrowing the gap to the target to only 0.4 percentage points and demonstrating meaningful year over year growth from 34.1% in 2024.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			impacted academic performance and course completion. Additionally, there was a general lack of awareness among students and families regarding the significance of A-G completion in relation to college eligibility and long-term academic opportunities. To address these challenges and improve future A-G completion rates, SCALE implemented several key strategies. Two additional school counselors were hired to increase individualized academic advising and targeted support. College and career readiness workshops were expanded to include a focus on	students in their junior and senior years with existing credit deficiencies, which limited opportunities to complete the full A–G sequence within available timeframes. Additionally, varying levels of student and family understanding of A–G requirements continued to impact long-term academic planning and course selection. In response, SCALE strengthened LCAP-aligned counseling supports through increased transcript monitoring, individualized academic advising, and formalized semester graduation plan reviews to identify and address gaps		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			A-G planning and requirements, providing students and families with the information needed to make informed academic decisions. Academic planning protocols were strengthened beginning in 9th grade to ensure students align with graduation and postsecondary goals from the start of their high school experience. A key element of this approach is the implementation of the AVID (Advancement Via Individual Determination) program, now in its third year at SCALE. AVID's college- and career-focused curriculum supports students in meeting A-G requirements through skill	earlier. Academic planning efforts beginning in 9th grade continued to emphasize alignment between graduation requirements, A–G completion, and postsecondary goals. Targeted interventions, including tutoring, credit recovery, and alternative A–G aligned coursework, were implemented to support students identified as off track. SCALE also continued implementation of the AVID (Advancement Via Individual Determination) program to strengthen college-going behaviors, organizational skills, academic readiness, and student awareness of A–G		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			development, academic rigor, and mentorship. Though in early stages, AVID has demonstrated strong potential to positively influence academic culture and college readiness across grade levels. As the program expands, it is expected to significantly contribute to improved A-G completion, particularly among underrepresented student groups. Additionally, SCALE expanded its partnership with Norco Community College to increase access to dual enrollment opportunities. Enhanced progress monitoring systems were also introduced, allowing staff to	requirements. Additionally, the school expanded access to dual enrollment opportunities through its partnership with Norco Community College, increasing opportunities for students to engage in rigorous coursework and strengthen college readiness. These combined efforts contributed to measurable year-over-year growth and established stronger systems for ongoing monitoring and intervention. Based on current projections and continued implementation of these supports, SCALE anticipates continued improvement in A–G completion outcomes and		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			track A-G progress in real time and intervene promptly when students fall off track. Looking ahead to the class of 2025, 44 students are currently on track to graduate, including both traditional and fifth-year seniors. Of these, 23 students are projected to complete the A-G course sequence, pending final semester grades. If these projections are realized, the A-G completion rate will reach approximately 52%, surpassing the original 40% goal. This upward trend reflects the effectiveness of SCALE's student-centered, data-informed approach and its continued commitment to preparing all students for	remains committed to meeting and exceeding its established goal in future years.		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			college, career, and lifelong success.			
3.10	40% of high-school students will have successfully completed Career and Technical Education (CTE) Pathways	40% of high-school students will have successfully completed Career and Technical Education (CTE) Pathways	SCALE Leadership Academy-East established a goal for 40% of high school students to successfully complete a Career and Technical Education (CTE) pathway by graduation. However, data from the 2024 graduating class indicates that only 22.7% of students met this goal, falling short by 17.3 percentage points. Several key challenges contributed to this outcome. A significant number of students transferred to SCALE during their 11th or 12th-grade year without having participated in prior CTE coursework,	In Year 2, SCALE Leadership Academy-East increased the Career and Technical Education (CTE) pathway completion rate for the 2025 graduating class from 22.7% to 31.3%, reflecting an 8.6 percentage point increase from the prior year. While the school did not meet the established goal of 40%, the gap narrowed to 8.7 percentage points, demonstrating meaningful progress toward the target. Several factors continued to impact performance. A notable portion of students enrolled at SCALE during	40% of high-school students will have successfully completed Career and Technical Education (CTE) Pathways	The established goal for CTE pathway completion was 40%. Data from the 2025 graduating class indicates a CTE pathway completion rate of 31.3%, falling 8.7 percentage points below the targeted goal. Although the goal was not met, this reflects a meaningful increase from the prior year's completion rate of 22.7%, representing an 8.6 percentage point improvement and demonstrating continued progress toward expanding student participation and completion of CTE pathways.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			leaving insufficient time to complete a full pathway before graduation. Inconsistencies in transcript analysis upon enrollment also resulted in missed opportunities to identify and apply previously earned CTE credits toward pathway completion. Additionally, there was a general lack of awareness among staff, students, and families regarding the structure, value, and requirements of CTE pathways. Limited communication about available CTE programs further contributed to reduced participation and engagement. In response, multiple initiatives have been	their 11th or 12th grade year without prior participation in sequenced CTE coursework, limiting the time available to complete pathway requirements before graduation. Additionally, transcript review processes continued to require refinement to ensure previously earned CTE coursework and transferable credits were consistently identified and applied. To address these barriers, SCALE strengthened internal systems and supports. The school enhanced CTE coordination and counseling alignment through targeted professional development focused on		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			launched to increase CTE completion rates. A dedicated CTE coordinator was hired to improve communication, coordination, and individualized student support. The counseling department is receiving targeted professional development focused on comprehensive transcript analysis, with emphasis on identifying transferable CTE credits and aligning them with students' academic plans. Outreach strategies have been expanded to raise awareness about CTE pathways, including program options, benefits, and the importance of early planning.	comprehensive transcript analysis, pathway identification, and proactive academic planning. Outreach efforts were expanded to increase student and family awareness regarding available CTE opportunities, pathway benefits, and the importance of early enrollment and planning. Additional logistical supports, including transportation for CTE fieldwork experiences and program participation, were also implemented to improve student access and engagement. The increase in completion rates suggests that these interventions are beginning to positively impact		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Additionally, logistical supports—such as transportation to fieldwork experiences and CTE events—have been implemented to increase accessibility and participation. For the 2025 graduating cohort (including 4th- and 5th-year students), 15 out of 44 students are currently on track to complete a full CTE pathway, pending final grades. This reflects a projected completion rate of approximately 34%, representing a significant increase from the prior year and steady progress toward the 40% goal. With systems and supports now in place, continued	student participation and pathway completion. Moving forward, SCALE will continue focusing on early identification of CTE opportunities, improved transcript evaluation practices, and targeted student supports to further increase pathway completion and move closer toward meeting the established 40% goal.		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			improvement in CTE completion is anticipated. These efforts aim to expand access to high-quality, career-focused learning experiences that prepare students for success beyond high school.			
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.	The goal was to ensure that 100% of students who did not complete A-G requirements or a full Career and Technical Education (CTE) pathway—but who completed at least one CTE course—would be offered continuous enrollment opportunities with community partners for career certification after graduation. This goal was met in 2024, with all	In Year 2, SCALE met its LCAP goal to ensure that 100% of students who completed at least one CTE course but did not complete A–G requirements or a full CTE pathway were offered post-graduation career certification opportunities. All eligible students in the 2025 graduating class were identified through counselor transcript review, individualized academic	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.	The current difference from the baseline is 0%, indicating that SCALE Leadership Academy-East has fully met the target of offering career certification enrollment opportunities to all eligible students.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			eligible students provided access to career certification programs through established community partnerships. These supports serve to bridge the gap between high school and post-secondary success by offering students clear pathways to certification in high-demand industries. For the 2024–2025 school year, eligible students continue to be monitored, with proactive communication to families to ensure awareness of available opportunities. Ongoing collaboration with community partners is focused on strengthening and expanding access to	planning, and targeted outreach efforts and were offered continuous enrollment opportunities through established community partnerships. To support implementation and equitable access, SCALE maintained ongoing collaboration with community partners to ensure continuity of services and strengthen workforce-aligned postsecondary pathways. Counselors and staff provided proactive communication to students and families regarding available options, enrollment processes, and next steps		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			certification programs. This initiative reflects a commitment to equity and career readiness by ensuring that students who may not meet traditional academic benchmarks still have access to meaningful post-secondary options. Efforts will continue to focus on tracking student progress, expanding outreach, and maintaining strong community partnerships to support student success beyond high school.	following graduation. These efforts supported student transition planning and reinforced SCALE's commitment to expanding access to meaningful postsecondary opportunities for students who may not meet traditional college readiness benchmarks. Moving forward, SCALE will continue monitoring student participation, strengthening community partnerships, and increasing awareness of certification opportunities to support long-term college and career readiness outcomes.		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.12	20% of high-school students will have successfully completed A-G requirements AND Career and Technical Education (CTE) Pathways	20% of high-school students will have successfully completed A-G requirements AND Career and Technical Education (CTE) Pathways	SCALE Leadership Academy-East set a goal for 20% of high school students to successfully complete both the A-G requirements and a Career and Technical Education (CTE) pathway. In 2024, this goal was exceeded, with 27% of the cohort achieving both milestones. Of the 44 students in the 2024 graduating class, 39 students graduated, and 10 of those graduates successfully completed both the A-G and CTE requirements. This outcome reflects effective integration of rigorous academic coursework with real-world career training opportunities.	In Year 2, 18.8% of the 2025 graduating class successfully completed both A–G requirements and a Career and Technical Education (CTE) pathway, narrowly missing the established goal of 20% by 1.2 percentage points. While the target was not met, SCALE maintained strong systems and supports to promote dual pathway completion and continued college and career readiness efforts. Throughout the year, graduation plans were reviewed and updated each semester to monitor student progress toward both A–G and CTE completion requirements.	20% of high-school students will have successfully completed A-G requirements AND Career and Technical Education (CTE) Pathways	The goal for students completing both A–G requirements and a CTE pathway was 20%. Data from the 2025 graduating class indicates a completion rate of 18.8%, falling 1.2 percentage points below the target. Although the goal was not met, SCALE maintained comprehensive monitoring and intervention systems to support dual pathway completion and will continue refining practices to improve future outcomes.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			To support students on these dual pathways, graduation plans are monitored and updated each semester based on academic progress and evolving postsecondary goals. Counselors and teachers collaborate to track A-G and CTE completion, ensure proper course enrollment, and implement real-time adjustments to student schedules as needed. When students demonstrate signs of academic difficulty or disengagement, targeted interventions are applied, including tutoring, schedule modifications, and increased family communication. Academic advising and career	Counselors and instructional staff collaborated to monitor course sequencing, transcript progress, and enrollment decisions to maximize students' ability to complete both pathways. Targeted interventions were implemented when students demonstrated academic risk factors or disengagement, including tutoring, schedule adjustments, individualized academic advising, and increased communication with families. Several factors impacted Year 2 outcomes, including students enrolling with credit deficiencies, late-entry students with limited		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			exploration activities are provided consistently to ensure students remain engaged and aligned with graduation and postsecondary readiness. These supports are designed to help students make informed decisions and stay on track for college and career pathways. For the 2025 cohort, 10 students are currently projected to complete both A-G and CTE pathways out of an anticipated 44 graduates. Continued focus on proactive monitoring, individualized advising, and structured graduation planning is expected to maintain or	opportunity to complete sequenced coursework, and competing graduation requirements that affected students' ability to complete both pathways within the traditional timeline. Moving forward, SCALE will continue strengthening early identification processes, transcript monitoring practices, proactive advising, and strategic scheduling to increase student access to dual completion opportunities and improve outcomes in future graduating cohorts.		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			improve this completion rate, supporting the school's mission of preparing students for success beyond high school.			
3.13	SLA East will decrease the percentage of students not prepared by 15% each year over the course of 3 years thereby shifting them into the approaching prepared or fully prepared categories.	SLA East will decrease the percentage of students not prepared by 15% each year over the course of 3 years thereby shifting them into the approaching prepared or fully prepared categories.	A goal was established to reduce the percentage of students classified as "Not Prepared" by 15% annually over the course of three years, with the objective of shifting more students into the "Approaching Prepared" or "Prepared" categories. This target reflects a commitment to ensuring that all students graduate ready for college, career, or both. For the 2024–2025 school year, a graduation cohort of 44 students is	In Year 2, SCALE Leadership Academy-East demonstrated progress toward its goal of decreasing the percentage of students classified as Not Prepared while increasing the percentage of students in the Approaching Prepared and Prepared categories under the College and Career Indicator (CCI). The percentage of students classified as Not Prepared decreased from 50.0% in 2024 to 40.0% in 2025, reflecting a 10	SLA East will decrease the percentage of students not prepared by 15% each year over the course of 3 years thereby shifting them into the approaching prepared or fully prepared categories.	The goal was to decrease the percentage of students classified as Not Prepared by 15% annually. Data from 2025 indicates that the percentage of students classified as Not Prepared decreased from 50.0% in 2024 to 40.0% in 2025, reflecting a 10 percentage point decrease from the prior year. Additionally, the percentage of students classified as Approaching Prepared increased from 9.5% to 24.4%, demonstrating continued

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			being closely monitored. While the year is ongoing, current projections indicate that 21 students (47.7%) will be classified as “Prepared,” 8 students (18.2%) as “Approaching Prepared,” and 16 students (36.4%) as “Not Prepared.” Although final outcomes may vary, the projections suggest a substantial improvement. Compared to the 2023–2024 school year, when 50% of students were identified as “Not Prepared,” this year’s projected data reflects a 14 percentage point improvement and a 28% relative decrease in students not meeting college and career	percentage point decrease from the prior year. During the same period, the percentage of students classified as Approaching Prepared increased from 9.5% to 24.4%, demonstrating meaningful movement toward improved college and career readiness outcomes. SCALE continued implementing systems to support student preparedness through semester graduation plan reviews, ongoing monitoring of A–G completion, CTE pathway completion, and targeted interventions for students identified as academically at risk. Additional efforts included strengthening		movement toward improved college and career readiness outcomes.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			readiness benchmarks. While slightly below the 15% annual reduction target, this progress represents meaningful advancement toward the three-year goal. Multiple efforts have contributed to this improvement. Graduation plans are reviewed and updated each semester based on students' academic progress. A-G course completion is closely tracked, with timely interventions implemented when students fall behind. Enrollment in Career and Technical Education (CTE) courses is strategically aligned to support career readiness, with regular	verification and monitoring practices to improve data accuracy and ensure students received appropriate recognition for qualifying college and career readiness measures. During the 2024–25 school year, SCALE also established and expanded future readiness opportunities intended to increase access to college and career pathways in subsequent reporting years. These efforts included execution of a CCAP agreement with Norco Community College in May 2025 to launch dual enrollment opportunities beginning in Fall		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			monitoring to ensure pathway progress. Through a CCAP partnership with Norco College, dual enrollment opportunities are also available, allowing students to engage in rigorous, college-level coursework and accelerate their college readiness. Proactive communication with families, led by educators, counselors, and school leaders, reinforces understanding of college and career benchmarks and fosters student engagement. Academic advising plays a key role in helping students stay aligned with their postsecondary goals while	2025, expansion of Advanced Placement course and exam access as a College Board Level II school, and development of a Biliteracy policy to create additional opportunities for students to demonstrate college and career readiness. The impact of these expanded opportunities is expected to be reflected in future reporting cycles as implementation continues and student participation increases.		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			allowing for adjustments to graduation plans as needed. Efforts to reduce the percentage of students classified as “Not Prepared” will continue with a data-informed, student-centered approach. The school is well-positioned to meet or exceed its three-year target for increasing college and career readiness across the student body.			
3.14	50% of pupils that take AP exams will pass with a score of 3 or higher.	50% of pupils that take AP exams will pass with a score of 3 or higher.	SCALE Leadership Academy-East recognizes the value of Advanced Placement (AP) exams in promoting academic rigor and supporting college readiness. Currently, AP exams are not administered through the school; however, expanding access	During the 2024–25 school year, one student participated in one AP exam and did not earn a score of 3 or higher; therefore, the annual performance target was not met. This outcome reflects limited student participation, as SCALE was not yet administering	50% of pupils that take AP exams will pass with a score of 3 or higher.	The goal was for 50% of AP exam takers to earn a score of 3 or higher. During the 2024–25 school year, one student participated in one AP exam and did not earn a score of 3 or higher, resulting in the annual target not being met. AP participation remained limited

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			to AP opportunities remains a high priority. A target has been established for 50% of students who take AP exams to earn a passing score of 3 or higher. Tracking progress toward this goal has been limited, as students who take AP exams independently often do not report their participation or results, making it difficult to monitor outcomes or provide support. To address this gap, an additional counselor has been hired to serve as the designated AP Coordinator. This role will lead efforts to obtain Level II AP authorization, which will allow SCALE to	AP exams on-site during Year 2. To address prior access and monitoring limitations, SCALE implemented several actions to strengthen future AP participation and performance. These efforts included achieving College Board Level II authorization, establishing a designated AP Coordinator, and developing systems to administer AP exams, track participation and results, and provide academic supports, workshops, and family education. These implementation efforts are intended to expand student access to Advanced		during this reporting period, and independently taken AP exam results were not consistently captured, limiting the school's ability to monitor participation and outcomes. To increase future access and improve data collection, SCALE implemented systems during the 2025–26 school year, including achieving College Board Level II authorization, establishing AP coordination processes, and expanding opportunities for on-site AP exam administration. Results from these efforts are expected to be reflected in future reporting cycles.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			administer AP exams on-site. This development will support improved tracking of participation, targeted academic preparation, and increased awareness of AP opportunities among students.	Placement opportunities and are expected to support increased participation and improved outcomes in future reporting years.		
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.	For the 2023–2024 school year, SCALE Leadership Academy-East had 38 11th-grade students, with 18 identified as college-bound. Of those, 9 students (50%) participated in the Early Assessment Program (EAP) or a comparable college readiness assessment. This meets the participation goal for the year and aligns with the LCAP objective of gradually increasing participation—beginning with a	During the 2024–2025 school year, SCALE Leadership Academy-East identified 22 Grade 11 students as college-bound based on their academic plan and counselor designation. All 22 college-bound students (100%) opted in to participate in the Early Assessment Program (EAP), as documented through assessment participation records. This outcome exceeds the annual growth	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.	The goal was for 17% of college-bound Grade 11 students to participate annually in the Early Assessment Program (EAP) or another approved college preparedness measure until reaching 50% participation. During the 2024–2025 school year, 100% (22 out of 22) of identified college-bound Grade 11 students participated, exceeding both the annual target and the long-term participation goal..

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			17% baseline and aiming to reach 50% participation among college-bound 11th graders.	expectation outlined in the LCAP, which calls for a 17% annual increase in participation toward a long-term goal of 50% participation among college-bound 11th-grade students.		
3.16	80% of grade eleven pupils who opt-in to participate in the Early Assessment Program (EAP) or any subsequent assessment of college preparedness will demonstrate college readiness.	80% of grade eleven pupils who opt-in to participate in the Early Assessment Program (EAP) or any subsequent assessment of college preparedness will demonstrate college readiness.	For the 2023–2024 school year, SCALE Leadership Academy-East had 38 11th-grade students, with 18 identified as college-bound. Of those, 9 students (50%) participated in the Early Assessment Program (EAP) or a comparable college readiness assessment, exceeding the Year 1 participation target of 17%. Of the 9 participating students, 3 are no	During the 2024–2025 school year, SCALE Leadership Academy-East continued implementation of its goal to ensure that 80% of Grade 11 students who opt in to participate in the Early Assessment Program (EAP) or a subsequent college readiness assessment demonstrate college readiness. A total of 54 Grade 11 students were enrolled during the reporting year. Of those students, 46	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.	The goal was for 80% of Grade 11 pupils who opted into the Early Assessment Program (EAP) or another approved college readiness assessment to demonstrate college readiness. Of the students who remained enrolled, 82% are on track to demonstrate college readiness, exceeding the established goal by 2 percentage points.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			longer enrolled. The remaining 6 students (67%) are on track to graduate and are expected to demonstrate college readiness. This outcome supports the LCAP goal of preparing students for postsecondary success.	completed an EAP or comparable college readiness assessment, with 44 students opting in to participate. Assessment results indicated that 13 students demonstrated proficiency in mathematics and 19 students demonstrated proficiency in English Language Arts, including 6 students who demonstrated proficiency in both content areas. To support increased college readiness outcomes, SCALE continued targeted academic counseling, postsecondary planning, assessment participation monitoring, and individualized graduation planning.		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Counselors worked with students to identify additional college readiness opportunities through coursework and college and career readiness pathways. Because college readiness may be demonstrated through multiple approved measures over time, including assessment results and additional college and career indicators, monitoring and support efforts will continue to strengthen outcomes in future reporting cycles.		
3.17	100% of all high school students will be offered A-G approved course.	100% of all high school students will be offered A-G approved course.	SCALE Leadership Academy-East is committed to ensuring all high school students have access to A-G approved	In Year 2, SCALE Leadership Academy-East continued implementation of its LCAP goal to ensure that 100%	100% of all high school students will be offered A-G approved course.	All high school students at SCALE Leadership Academy-East are offered A-G approved courses through

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			courses as part of a comprehensive pathway to college readiness. Upon enrollment, each student receives a personalized graduation plan based on transcript analysis. This ensures that students who did not begin their high school education at SCALE are provided with a tailored academic plan that includes A-G aligned coursework. All courses offered are A-G approved and are continuously monitored for compliance. The school's course manager conducts an annual review and update of the A-G course list to ensure offerings remain current, relevant, and aligned with	of high school students were offered A–G approved coursework. During the 2024–2025 school year, all high school course offerings remained A–G approved and accessible to enrolled students. Personalized graduation plans were developed and reviewed through transcript analysis to support appropriate course placement and ensure students remained on track toward graduation and postsecondary goals, including students enrolling mid-year and those entering with credit deficiencies. Ongoing course oversight and annual review processes supported continued		personalized graduation plans developed at enrollment, supporting postsecondary readiness.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			college readiness standards. This comprehensive approach supports equitable access to college-preparatory coursework and reflects the school's goal of preparing all students for postsecondary success.	alignment with A–G requirements and maintained access to college readiness opportunities for all students.		
3.18	100% of all high school students will be offered Concurrent / Dual Enrollment opportunities.	100% of all high school students will be offered Concurrent / Dual Enrollment opportunities.	SCALE Leadership Academy-East ensured that all high school students were informed of concurrent and dual enrollment opportunities through academic counseling, newsletters, Google Classroom announcements, and direct communication during academic planning. In addition, the school established a College and	In Year 2, SCALE Leadership Academy–East continued implementation of its LCAP goal to ensure that 100% of high school students were offered concurrent and dual enrollment opportunities. Information regarding college course opportunities was communicated to all high school students and families through	100% of all high school students will be offered Concurrent / Dual Enrollment opportunities.	The goal was for 100% of high school students to be offered concurrent and dual enrollment opportunities. During the 2024–2025 school year, all high school students were provided information and access to concurrent and dual enrollment opportunities through outreach, counseling support, and enrollment

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Career Access Pathways (CCAP) partnership with Norco Community College, with expanded dual enrollment options scheduled to begin in Fall 2025. These efforts support increased student access to college-level coursework.	academic counseling, workshops, flyers, ParentSquare notifications, Google Classroom announcements, and individualized counselor outreach. Students were encouraged to participate in concurrent enrollment opportunities throughout the reporting year, and counselors provided guidance regarding eligibility requirements, course selection, and alignment with graduation and postsecondary goals. To further expand access to dual enrollment opportunities, SCALE executed a College and Career Access Pathways (CCAP)		guidance. As a result, the established goal was met.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				agreement with Norco Community College in May 2025, creating additional opportunities for future implementation. These efforts supported continued expansion of college access initiatives and increased awareness of college-level coursework opportunities among students and families.		
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.	SCALE Leadership Academy-East has prioritized Career and Technical Education (CTE) as a key component of college and career readiness, with a goal for 90% of 11th and 12th-grade students to complete at least two CTE courses.	SCALE Leadership Academy-East continued to prioritize Career and Technical Education (CTE) as a key component of college and career readiness, with a goal for 90% of 11th- and 12th-grade students to successfully complete at least two CTE courses.	90% of all 11th and 12th graders will successfully complete 2 CTE courses.	The established Year 2 goal was for 90% of Grade 11 and Grade 12 students to successfully complete at least two CTE courses. During the 2024–2025 school year, 35 out of 102 students (34.3%) met this benchmark, resulting in performance 55.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			In 2023–2024, of 77 12th-grade students, 24 were enrolled in CTE courses, and 20 (83.3%) of those participants successfully completed two or more courses—representing a 26% completion rate for the full cohort. Among 66 11th-grade students, 27 participated in CTE, with 17 (63.0%) completing at least two courses, yielding a 25.8% overall cohort completion rate. While the schoolwide goal has not yet been met, high success rates among CTE participants highlight program effectiveness. Key challenges included late student enrollment, credit recovery	During the 2024–2025 school year, 48 students were enrolled in Grade 12. Of this cohort, 15 students successfully completed two or more CTE courses, representing a 31.3% completion rate for Grade 12 students. Students who did not complete two CTE courses were impacted by individualized graduation plans, late enrollment, credit recovery priorities, or completion of only one CTE course when there was insufficient time to complete an additional course prior to graduation. Students identified as English Learner Level 1 may also have had instructional priorities focused		percentage points below the established target. Contributing factors included individualized graduation plans, credit recovery priorities, late enrollment, and students completing only one CTE course with plans to continue their pathway in Grade 12.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			demands, and limited time for CTE course sequencing. To improve completion rates, SCALE is expanding early access to CTE, integrating CTE into academic planning, and providing additional support to help students balance graduation requirements with pathway completion.	on language acquisition and English Language Development coursework. Among the 54 students enrolled in Grade 11, 20 students successfully completed two CTE courses. An additional group of students completed one CTE course and remain eligible to continue or adjust their CTE pathway in Grade 12 based on course alignment, individualized graduation plans, and postsecondary goals. Overall, 35 of 102 Grade 11 and Grade 12 students successfully completed two or more CTE courses during the reporting year. While the		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				established goal was not met, SCALE continued strengthening CTE access and participation through targeted academic counseling, early pathway identification, transcript review, and intentional scheduling to support continued student engagement in CTE coursework.		
3.20	School will advertise and make available Golden State Merit Diploma and other specialized/personalized options.	School will advertise and make available Golden State Merit Diploma and other specialized/personalized options.	SCALE Leadership Academy-East provides students with access to academic recognition opportunities, including the Golden State Merit Diploma and other specialized options. These programs are promoted during both the first and second semesters through multiple communication channels, including	SCALE Leadership Academy-East continued implementation of its LCAP goal to advertise and make available the Golden State Merit Diploma and other specialized and personalized academic recognition opportunities. These opportunities were promoted during both the first and second semesters	School will advertise and make available Golden State Merit Diploma and other specialized/personalized options.	The goal was met through consistent promotion of Golden State Merit Diploma opportunities during both semesters via the school newsletter, REMIND announcements, and Google Classroom posts, ensuring students were informed and encouraged to participate.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			school newsletters, REMIND messages, and Google Classroom postings, ensuring students are regularly informed and encouraged to participate.	through multiple communication channels, including school newsletters, REMIND notifications, and Google Classroom announcements. This multi-platform outreach supported student and family awareness of available academic recognition opportunities and encouraged participation. Continued use of consistent communication systems helps ensure equitable access to academic distinctions and reinforces the school's commitment to recognizing student achievement and supporting college and career readiness.		

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.	SCALE Leadership Academy-East set a goal for 90% of TK–6 students to demonstrate proficiency in English, Mathematics, Social Sciences, Science, Visual and Performing Arts (VAPA), Health, and Physical Education. Proficiency was measured using final course grades, with a grade of D or F indicating non-proficiency. For the 2023–2024 school year, 91.9% of students (747 out of 813) achieved full proficiency across all core subject areas, based on semester 1 and 2 report card data. This outcome exceeds the Year 1 goal and reflects the effectiveness	SCALE Leadership Academy–East established a goal for 90% of students in grades TK–6 to demonstrate proficiency in English, Mathematics, Social Sciences, Science, Visual and Performing Arts (VAPA), Health, and Physical Education. Proficiency was measured using final course grades, with grades of D or F indicating non-proficiency. During the 2024–2025 school year, SCALE Leadership Academy–East met and exceeded the established LCAP goal across both semesters. When combining Semester 1 and Semester 2 results, 91.7% of	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.	The goal was for 90% of students in grades TK–6 to demonstrate proficiency in English, Mathematics, Social Sciences, Science, Visual and Performing Arts (VAPA), Health, and Physical Education courses. During the 2024–2025 school year, 91.7% of students demonstrated proficiency across all subject areas, exceeding the established goal by 1.7 percentage points.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			of current instructional practices and support systems. Efforts will continue to focus on targeted interventions for the remaining students to ensure all learners meet or exceed grade-level expectations.	TK–6 students demonstrated proficiency across all subject areas. Specifically, 93.3% of students (847 out of 908) demonstrated proficiency in Semester 1, and 90.2% of students (844 out of 936) demonstrated proficiency in Semester 2, despite increased enrollment during the school year. These outcomes reflect continued implementation of instructional practices, academic supports, and progress monitoring systems designed to promote student success across content areas. SCALE will continue focusing on targeted interventions and ongoing monitoring		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				for students performing below proficiency to support continued academic growth and maintain strong outcomes for TK–6 learners.		
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.	SCALE Leadership Academy-East set a goal for 90% of 7th–8th grade students to demonstrate proficiency in core subjects, defined as earning a grade of C- or higher. In 2023–2024, 86.7% (209 out of 241) met this benchmark. While the target was not fully met, the result reflects strong academic progress. Increased interest in Visual and Performing Arts, particularly in CTE-aligned courses such as Photography and Graphic Design, contributed to both	During the 2024–2025 school year, SCALE Leadership Academy–East continued implementation of its goal for 90% of students in Grades 7–8 to demonstrate proficiency in English, Mathematics, Social Sciences, Science, Visual and Performing Arts (VAPA), Health, and Physical Education, defined as earning a grade of C- or higher. In Semester 1, a total of 291 students were enrolled in Grades 7–8. Of these students, 58	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.	The goal was for 90% of students in Grades 7–8 to demonstrate proficiency across all subject areas. During the 2024–2025 school year, 80.1% of students demonstrated proficiency in Semester 1, falling 9.9 percentage points below the target, and 76.2% demonstrated proficiency in Semester 2, falling 13.8 percentage points below the target.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			student engagement and some lower course performance. Targeted instructional strategies and professional development will support continued improvement toward the proficiency goal.	earned a D or F in one or more courses, resulting in 233 students (80.1%) meeting the proficiency benchmark. In Semester 2, enrollment increased to 311 students, with 74 students earning a D or F in one or more courses. As a result, 237 students (76.2%) demonstrated proficiency during the second semester. While the 90% target was not met, the majority of students continued to demonstrate proficiency across content areas. SCALE Leadership Academy–East continues to address areas of need through targeted instructional strategies, academic		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				monitoring, progress monitoring, intervention supports, and professional development designed to strengthen student achievement and improve proficiency outcomes across all subject areas.		
3.23	African American students will improve their Distance from Standard (DFS) in Mathematics by at least +10 points during the 2025–26 school year, as measured by CAASPP. Note: Although the 2025 Dashboard will report data from the 2024–25 school year, this metric specifically measures progress made during the 2025–26 school year. Therefore, the relevant outcome data for this metric will appear in the 2026 Dashboard, based on 2025–26 CAASPP results.	-120.3 DFS Based on CAASPP math results for African American students from the 2023–24 school year, as reported in the 2024 California School Dashboard. Since this metric measures progress made during the 2025–26 school year, the corresponding outcome will be reflected in the 2026 Dashboard.	Not applicable – metric implementation begins in the 2025–26 school year. Outcome data will be reported in the 2026 California School Dashboard.	Not yet available as the final outcome for this metric. This metric was established to measure African American student progress in Mathematics during the 2025-26 school year. The corresponding outcome will be based on 2025-26 CAASPP Mathematics results, which will be reported on the 2026 California School Dashboard. As interim context, the 2024-25 Dashboard	African American students will improve their average Distance from Standard (DFS) in Math to = -110.3, reflecting a +10 point gain from the 2023–24 baseline.	Final current difference from baseline is not yet applicable because the metric measures progress during the 2025-26 school year. As interim context, African American students improved from 120.3 points below standard to 68.1 points below standard on the 2024-25 Dashboard, reflecting a 52.2-point improvement toward the 10-point target. The official outcome

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				showed African American students at 68.1 points below standard in Math, reflecting a 52.2-point improvement from the 120.3 baseline; however, the official outcome for this metric will be determined using 2025-26 CAASPP results.		will be determined using the 2026 Dashboard.
3.24	English Learner (EL) students will improve their Distance from Standard (DFS) in Mathematics by +15 points during the 2025–26 school year, as measured by CAASPP. Note: Although the 2025 Dashboard will report data from the 2024–25 school year, this metric specifically measures progress made during the 2025–26 school year. Therefore, the relevant outcome data for this metric will appear in the 2026 Dashboard, based on 2025–26 CAASPP results.	-118.7 DFS Based on CAASPP math results for EL students from the 2023–24 school year, as reported in the 2024 California School Dashboard.	Not applicable – metric implementation begins in the 2025–26 school year. Outcome data will be reported in the 2026 California School Dashboard.	Not yet available as the final outcome for this metric. This metric was established to measure English Learner progress in Mathematics during the 2025-26 school year. The corresponding outcome will be based on 2025-26 CAASPP Mathematics results, which will be reported on the 2026 California School Dashboard. As interim context, the 2024-25 Dashboard showed English	English Language Learner students will improve their average Distance from Standard (DFS) in Math to = -108.7 DFS reflecting a +15 point gain from the 2023–24 baseline.	Not yet available as the final outcome for this metric. This metric was established to measure English Learner progress in Mathematics during the 2025-26 school year. The corresponding outcome will be based on 2025-26 CAASPP Mathematics results, which will be reported on the 2026 California School Dashboard. As interim context, the 2024-25 Dashboard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Learners at 110.2 points below standard in Math, reflecting an 8.5-point improvement from the 118.7 baseline. However, the official outcome for this metric will be determined using 2025-26 CAASPP results.		showed English Learners at 110.2 points below standard in Math, reflecting an 8.5-point improvement from the 118.7 baseline. However, the official outcome for this metric will be determined using 2025-26 CAASPP results.

Goal Analysis [2025-26]

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

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

During the 2024-25 school year, SCALE Leadership Academy East continued implementing Goal 3 through a broad set of actions focused on pupil achievement, academic growth, college and career readiness, A-G completion, CTE pathway development, dual enrollment access, core course proficiency, and targeted subgroup support. The school used CAASPP, STAR 360, California School Dashboard results, ELPAC-related data, course completion data, graduation pathway information, and local monitoring tools to evaluate student progress and identify areas requiring additional intervention.

Academic Performance and Multiple Measures, Metrics 3.1-3.8:

The school continued to strengthen its use of multiple measures to monitor student achievement in English Language Arts and Mathematics. For Metric 3.1, SCALE Leadership Academy East evaluated students across three academic pathways using CAASPP performance levels and STAR 360 Student Growth Percentiles. In 2024-25, 374 of 715 students, or 52.3%, met at least one proficiency or growth pathway, exceeding the 50% target. This outcome reflected improved use of student-level data, CAASPP/STAR alignment, and growth-based monitoring.

The school also monitored subgroup Distance from Standard outcomes in ELA and Math. African American students and students with disabilities showed meaningful improvement in ELA and exceeded their targeted reductions from baseline. African American students improved from 86.4 points below standard to 56.7 points below standard, and students with disabilities improved from 113.4 points below standard to 71.8 points below standard. English Learners improved from Year 1 in both ELA and Math but remained below baseline and

short of target. Students experiencing homelessness showed significant declines in both ELA and Math, and Hispanic students declined in Math, identifying these groups as priority areas for intervention and progress monitoring.

College and Career Readiness, Metrics 3.9-3.16:

SCALE Leadership Academy East continued implementing actions to strengthen college and career readiness outcomes. A-G completion improved from 34.1% in 2024 to 39.6% for the 2025 graduating class, placing the school only 0.4 percentage points below the 40% target. CTE pathway completion also improved, increasing from 22.7% to approximately 31.1%, though it remained below the 40% target. The school continued to strengthen CTE coordination, transcript review, pathway identification, family awareness, and student access to CTE-related opportunities.

The school met the goal of offering post-graduation career certification opportunities to 100% of eligible students who did not complete A-G or a full CTE pathway but had completed at least one CTE course. Completion of both A-G and CTE pathways reached 18.8%, which was slightly below the 20% target. The percentage of students classified as Not Prepared on the College/Career Indicator decreased from approximately 50.0% to 40.0%, while the percentage of students classified as Approaching Prepared increased from 9.5% to 24.4%, showing progress toward improved college and career readiness.

AP access remained an area for development. One student participated in one AP exam and did not earn a score of 3 or higher, so the AP pass-rate target was not met. However, the school continued building AP access and administration systems. EAP and college preparedness participation was a strength, with 22 of 22 identified college-bound Grade 11 students, or 100%, opting in to participate. For Grade 11 students who participated in EAP or comparable college readiness assessments, 82% of students who remained enrolled were on track to demonstrate college readiness, exceeding the 80% goal.

Course Access and Pathway Opportunities, Metrics 3.17-3.20:

The school maintained access to A-G approved courses for all high school students. Personalized graduation plans, transcript analysis, counselor support, and academic advising helped support course placement, graduation planning, postsecondary readiness, and appropriate access to college-preparatory coursework. SCALE Leadership Academy East also maintained access to concurrent and dual enrollment opportunities for all high school students through counseling, workshops, flyers, ParentSquare notifications, Google Classroom announcements, and individualized outreach. The school executed a CCAP agreement with Norco Community College in May 2025, creating additional future dual enrollment opportunities.

Completion of two CTE courses by Grade 11 and 12 students remained an area of need. In 2024-25, 35 of 102 Grade 11 and 12 students, or 34.3%, completed two or more CTE courses, which was below the 90% target. The school continued advertising and making available Golden State Merit Diploma and other specialized or personalized academic recognition opportunities through newsletters, REMIND notifications, and Google Classroom announcements.

Elementary and Middle School Core Proficiency, Metrics 3.21-3.22:

The school monitored final course grades to determine proficiency across core subject areas. For students in grades TK-6, SCALE Leadership Academy East exceeded the 90% target, with 91.7% of students demonstrating proficiency across English, Math, Social Science, Science, VAPA, Health, and PE. For students in grades 7-8, the school did not meet the 90% target. Semester 1 proficiency was 80.1%, and

Semester 2 proficiency was 76.2%, indicating a continued need for targeted instructional strategies, academic monitoring, intervention supports, and professional development for middle school students.

LREBG-Aligned Math Metrics, Metrics 3.23-3.24:

The school established LREBG-aligned Math metrics to monitor targeted improvement for African American students and English Learners. These metrics were written to measure progress during the 2025-26 school year, with official outcomes to be reported on the 2026 California School Dashboard. As interim context, African American students improved from 120.3 points below standard to 68.1 points below standard in Math, reflecting a 52.2-point improvement from baseline. English Learners improved from 118.7 points below standard to 110.2 points below standard in Math, reflecting an 8.5-point improvement from baseline. Official outcomes for these metrics will be determined using 2025-26 CAASPP results.

Challenges:

A continued challenge was uneven academic performance across student groups and content areas. While overall multiple-measure achievement improved and several ELA subgroup outcomes showed meaningful growth, Math outcomes remained a significant area of need for Hispanic students, English Learners, and students experiencing homelessness. Students experiencing homelessness showed the greatest academic need across both ELA and Math.

College and career readiness also showed mixed results. A-G completion and CCI movement improved, but CTE pathway completion, completion of both A-G and CTE pathways, AP exam performance, and completion of two CTE courses by Grade 11 and 12 students remained below target. Middle school core proficiency in grades 7-8 also remained below the 90% goal.

Successes:

Metric 3.1 exceeded the 50% target, with 52.3% of students meeting at least one academic proficiency or growth pathway.

African American students exceeded the ELA DFS reduction target.

Students with disabilities exceeded the ELA DFS reduction target.

A-G completion improved to 39.6%, placing the school close to the 40% goal.

CTE pathway completion improved from 22.7% to approximately 31.1%.

The school offered post-graduation career certification opportunities to 100% of eligible students.

The percentage of students classified as Not Prepared decreased from approximately 50.0% to 40.0%.

EAP participation for identified college-bound Grade 11 students reached 100%.

A-G course access and dual enrollment access were maintained for all high school students.

TK-6 core proficiency exceeded the 90% target.

Substantive Differences:

There were no known substantive deviations from the planned implementation of Goal 3 actions. Actions related to assessment monitoring, college and career readiness, course access, A-G planning, CTE coordination, dual enrollment outreach, academic recognition opportunities, and core course monitoring were implemented. However, results varied by metric, with strong progress in some areas and continued need in Math, CTE completion, AP outcomes, middle school proficiency, and supports for students experiencing homelessness.

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

There were material differences between budgeted expenditures and estimated actual expenditures for Goal 3 as reported in the Annual Update Table. Planned Goal 3 expenditures totaled approximately \$1.20 million, while estimated actual expenditures totaled approximately \$226,465, resulting in reported estimated actual expenditures that were approximately \$977,746 lower than planned.

The difference appears to be connected to how actual expenditures were coded or attributed to Goal 3 actions, particularly for actions where estimated actual expenditures were reported as \$0, left blank, or not fully tied to the corresponding LCAP action. These actions included assessment, curriculum alignment, college and career readiness, specialized instruction, individualized education plans, AP support, A-G course offerings, and proficiency in core academic areas.

At the same time, the contributing Goal 3 action for Multi-Tiered Systems of Support exceeded the planned expenditure amount. The planned amount for that contributing action was approximately \$125,571, while the estimated actual expenditure was approximately \$204,205, indicating that increased or improved services connected to that action were funded above the originally planned amount.

This difference does not indicate that the planned Goal 3 actions were not implemented. Rather, it reflects the need to strengthen internal tracking of payroll, accounts payable, vendor costs, staff time, and program expenditures so actual costs connected to assessment, academic intervention, college and career readiness, and student achievement supports are accurately coded to the appropriate LCAP actions.

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

The actions implemented under Goal 3 were partially effective overall. The school demonstrated strong progress in multiple-measure achievement, selected ELA subgroup outcomes, A-G progress, college readiness participation, high school course access, dual enrollment access, and TK-6 core proficiency. However, Math outcomes, CTE course completion, AP performance, grades 7-8 proficiency, and outcomes for students experiencing homelessness require continued refinement.

Data-Driven Instruction and Assessment Monitoring, Metrics 3.1-3.8:

Actions related to data-driven instruction and assessment monitoring were effective for Metric 3.1. In 2024-25, 374 of 715 students, or 52.3%, met at least one proficiency or growth pathway, exceeding the 50% target. This reflects improved use of CAASPP and STAR 360 data to monitor both proficiency and growth.

ELA subgroup actions were effective for African American students and students with disabilities. African American students improved by 29.7 points from baseline, and students with disabilities improved by 41.6 points from baseline. Actions were partially effective for English

Learners in ELA, who improved from Year 1 but remained below baseline. Actions were not yet effective for students experiencing homelessness in ELA, as this subgroup declined significantly from baseline.

Math subgroup actions require continued refinement. Hispanic students declined from baseline and remained 38.5 points short of the target point. English Learners improved from Year 1 but remained 44.1 points short of the target point. Students experiencing homelessness declined significantly and remained 203.9 points short of the target point. These outcomes show that Math intervention must become more targeted, consistent, and closely monitored.

College and Career Readiness, Metrics 3.9-3.16:

Actions related to A-G completion were effective in producing meaningful improvement. A-G completion increased to 39.6%, only 0.4 percentage points below the 40% target. CTE pathway actions were partially effective, as completion increased to approximately 31.1% but remained below the 40% target. The school's action to offer post-graduation career certification opportunities was effective, with 100% of eligible students offered opportunities through community partners.

Actions supporting completion of both A-G and CTE pathways were partially effective. The school reached 18.8%, slightly below the 20% target. Actions related to reducing the percentage of students classified as Not Prepared showed progress, with the Not Prepared rate decreasing to 40.0% and the Approaching Prepared rate increasing to 24.4%. AP actions were not yet effective in meeting the pass-rate target, as one student participated and did not earn a score of 3 or higher. However, implementation systems for AP access and administration continued to develop.

EAP and college readiness participation actions were effective. All 22 identified college-bound Grade 11 students opted in to EAP or a comparable college preparedness assessment, and 82% of students who remained enrolled were on track to demonstrate college readiness.

Course Access and Pathway Opportunities, Metrics 3.17-3.20:

Actions related to A-G course access were effective, as all high school students were offered A-G approved courses. Actions related to concurrent and dual enrollment were also effective, as all high school students were provided information and access through counseling, outreach, and enrollment guidance. The CCAP agreement with Norco Community College further strengthened future dual enrollment implementation.

Actions related to Grade 11 and 12 completion of two CTE courses were not yet effective in meeting the target. Only 35 of 102 students, or 34.3%, completed two or more CTE courses, which was well below the 90% goal. This indicates a need for earlier pathway identification, intentional scheduling, transcript review, student follow-up, and stronger CTE sequence monitoring. Actions related to Golden State Merit Diploma and other specialized options were effective, as opportunities were promoted consistently during both semesters.

Core Course Proficiency, Metrics 3.21-3.22:

Actions related to TK-6 proficiency were effective. The school achieved an overall proficiency rate of 91.7%, exceeding the 90% target. Actions related to grades 7-8 proficiency were not yet effective in meeting the target. Semester 1 proficiency was 80.1%, and Semester 2 proficiency was 76.2%, indicating the need for additional instructional support, academic monitoring, intervention, and professional development in the middle grades.

LREBG-Aligned Math Supports, Metrics 3.23-3.24:

Official effectiveness for Metrics 3.23 and 3.24 is pending because these metrics were established to measure progress during the 2025-26 school year. Interim data show positive movement, especially for African American students in Math, who improved by 52.2 points from baseline. English Learners improved by 8.5 points from baseline in Math, but remain short of the 15-point target. Official outcomes will be determined using 2025-26 CAASPP results reported on the 2026 Dashboard.

Overall, Goal 3 actions were effective in several areas, particularly multiple-measure growth, selected ELA subgroup improvement, A-G progress, career certification opportunities, EAP participation, course access, dual enrollment access, academic recognition, and TK-6 proficiency. Continued refinement is needed for Math intervention, CTE completion, AP access and performance, grades 7-8 proficiency, and supports for students experiencing homelessness.

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

Based on reflection and analysis of Goal 3 implementation, SCALE Leadership Academy East will maintain the core actions connected to assessment analysis, data-driven instruction, academic intervention, subgroup monitoring, college and career readiness, A-G completion, CTE pathway development, dual enrollment access, AP implementation, course proficiency, and LREBG-aligned Math supports. The school will also refine implementation in areas where outcomes show continued need.

Data Systems and Multiple Measures:

The school will continue using CAASPP and STAR 360 data to monitor student proficiency and growth. Staff will continue refining student-level data matching, growth pathway calculations, and subgroup monitoring to identify students who are proficient, approaching proficiency, demonstrating growth, or needing intervention. Data systems will continue to be used to support instructional planning and progress monitoring between statewide assessment cycles.

ELA and Math Intervention:

The school will continue ELA supports that contributed to improvement for African American students and students with disabilities. Additional attention will be placed on English Learners and students experiencing homelessness in ELA. In Math, the school will strengthen intervention for Hispanic students, English Learners, and students experiencing homelessness through more consistent small-group support, STAR Math progress monitoring, targeted skill development, and teacher use of priority standards data.

Supports for Students Experiencing Homelessness:

Given significant declines in both ELA and Math, the school will prioritize stronger coordination between academic intervention, attendance monitoring, family outreach, and student services for students experiencing homelessness. These students will require closer progress monitoring, earlier identification, and more timely academic support.

College and Career Readiness:

The school will continue strengthening A-G completion systems, CTE pathway planning, graduation plan review, and college/career advising. Earlier transcript review, individualized academic advising, family communication, and semester graduation plan checks will continue to support student progress toward A-G, CTE, and postsecondary readiness goals.

CTE Pathway Development:
 Because CTE pathway completion and completion of two CTE courses remain below target, the school will continue refining CTE pathway identification, course sequencing, student scheduling, transfer credit review, and follow-up with students who enroll late or enter with incomplete CTE coursework. The school will also continue strengthening family and student awareness of available CTE options.

AP and College Preparedness:
 The school will continue developing AP access and administration systems, including coordination with College Board requirements, AP Coordinator duties, student identification, academic supports, and exam participation tracking. EAP and college preparedness participation will continue to be monitored and supported through counselor outreach and academic planning.

Dual Enrollment and Postsecondary Access:
 The school will continue promoting concurrent and dual enrollment opportunities through counseling, workshops, school communication platforms, and individualized outreach. The CCAP agreement with Norco Community College will support expanded future opportunities for students to access college-level coursework.

Core Course Proficiency:
 The school will continue practices that supported TK-6 proficiency above the 90% target. For grades 7-8, the school will strengthen academic monitoring, intervention supports, teacher follow-up, progress review, and professional development to improve proficiency across English, Math, Social Science, Science, VAPA, Health, and PE.

LREBG-Aligned Math Supports:
 The school will continue implementing and monitoring LREBG-aligned Math supports for African American students and English Learners. Official outcomes for Metrics 3.23 and 3.24 will be determined using 2025-26 CAASPP results reported on the 2026 California School Dashboard. Interim results will continue to inform adjustments to Math intervention and support.

These adjustments reflect the school’s continued commitment to using state and local data to identify needs, evaluate effectiveness, and refine academic supports so that student achievement, college and career readiness, and subgroup outcomes continue to improve.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Assessing students	Required assessments for all students will be completed throughout the year, as well as testing resources (computers, headsets, wi-fi) and expenditures. Our technical assistants help maintain systems for communication and platform access.	\$192,106.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Assessing students	Throughout the year, formative assessments and benchmark assessments will be utilized to monitor student progress and make necessary adjustments to instruction. A new benchmarking system will be acquired and implemented in 2024-2025 school year. The overall goal is to use a robust system of assessment to inform instruction, promote continuous improvement, and achieve the targeted academic performance outcomes.	\$48,413.00	No
3.3	Data-Driven Instruction	To achieve the academic performance goals set for SLA East, a comprehensive data-driven instruction approach will be implemented. This involves regularly analyzing CAASPP data and Star 360 data to identify areas of strength and weakness.	\$52,398.00	No
3.4	Data-Driven Instruction	Professional development on data analysis for teachers will be a critical component, ensuring they are equipped to interpret and act on the data 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

Action #	Title	Description	Total Funds	Contributing
3.6	Multi-Tiered Systems of Supports (MTSS)	Differentiated Multi-Tiered Systems of Support (MTSS) targeting the specific needs of low-income, African American, Homeless, and English learner students to improve achievement. This includes professional development for teachers on differentiated instruction and culturally responsive teaching practices, with universal, targeted, and intensive interventions. Support for low-income students will address socio-economic barriers through technology access. For African American students, we will enhance mentorship programs, develop culturally relevant curriculum, and engage families through community events. Homeless students will receive stability and support via coordination with social services and local agencies. English learners will benefit from bilingual education programs and family language support, while Hispanic students will receive increased family engagement and academic support, including resources in their native language. These comprehensive actions aim to provide tailored guidance and resources to ensure the success of all students.	\$125,571.00	Yes
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

Action #	Title	Description	Total Funds	Contributing
3.9	Individualized Education Plans (IEPs)	Ensure IEPs are effectively implemented and regularly reviewed. Conduct regular IEP meetings to set and review goals, and adjust instructional strategies as needed. Conduct regular IEP audits to set and review goals, and adjust instructional strategies as needed.	\$15,821.00	No
3.10	Specialized Instruction	Specialized Instruction for Students with Disabilities (SWD) is planned to be supported in part by the Learning Recovery Emergency Block Grant (LREBG), which has not yet been fully expended. This action provides specialized instruction tailored to the needs of SWD using evidence-based teaching methods and adaptive learning technologies. These supports are designed to address persistent learning gaps and support academic growth in core subjects, with a focus on mathematics, where SWD performed at the Red level on the California School Dashboard. LREBG funds will support instructional staffing, access to intervention software, and training in adaptive instructional practices. These expenditures align with allowable LREBG uses by addressing the academic impact of COVID-19 and providing learning acceleration for student groups disproportionately affected by the pandemic. This action was selected based on local needs assessment findings and performance data that highlight continued underperformance in math among SWD.	\$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

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	100% of parents will be solicited for input in making decisions for the school.	100% of parents will be solicited for input in making decisions for the school.	Parents play an essential role in shaping the educational experience and success of students. To ensure 100% parent participation	SCALE Leadership Academy–East continued implementation of its goal to ensure that 100% of parents were solicited for input in making	100% of parents will be solicited for input in making decisions for the school.	The goal of soliciting input from 100% of parents was met through multiple communication methods, including surveys, conferences,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			in decision-making processes, a comprehensive approach was developed to solicit input throughout the year. The goal is to create an inclusive school environment where parents are empowered to engage, share their perspectives, and contribute to the direction of the school. To capture parent feedback, surveys were distributed during the second semester, allowing parents to express their opinions on various aspects of school operations. Additionally, one parent-teacher conference was held each semester, providing opportunities for parents to discuss their child's progress and offer	decisions for the school. Parent input opportunities were provided through multiple methods, including stakeholder surveys, parent-teacher conferences, newsletters, Google Classroom communication, REMIND notifications, School Site Council participation, and ongoing communication between families, teachers, counselors, and school staff. These outreach efforts created multiple opportunities throughout the school year for families to share feedback, ask questions, and contribute to school planning and decision-		newsletters, digital platforms, and the School Site Council. More structured and consistent outreach efforts have been implemented to ensure every parent has the opportunity to engage and provide input.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			input on academic strategies, available resources, and any concerns. Quarterly newsletters were shared to inform families about school events, updates, and upcoming initiatives, with clear calls for input on matters directly affecting the school community. Communication tools such as Google Classroom and Remind were used to keep parents informed about school activities and decisions, as well as to facilitate direct communication between parents and teachers. These platforms also served as a means to invite participation.	making processes. Parent feedback continued to inform school priorities related to communication practices, student support systems, family engagement, academic progress, and continuous program improvement. By maintaining multiple avenues for parent voice and participation, SCALE continued its commitment to ensuring families remain active educational partners in school improvement efforts and decision-making processes.		

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(ILP) Review if applicable.	(ILP) Review if applicable.	established goal this school year. During the first semester, participation reached 95%, and in the second semester, it increased to 97%, reflecting a strong and growing partnership between the school and its families. These conferences provide critical opportunities to review academic progress, discuss student needs, and evaluate and revise Individual Learning Plans (ILPs). High participation rates highlight the commitment of families to student success and the staff's dedication to open, consistent communication. A variety of communication	established goal of 80%, achieving an overall participation rate of 96% across both conference cycles during the school year. These conferences provide critical opportunities to review academic progress, discuss student needs, and evaluate and revise Individual Learning Plans (ILPs), when applicable. The consistently high participation rates reflect families' commitment to supporting student success and staff's dedication to maintaining meaningful communication and collaboration. To promote engagement, the school utilized multiple communication	Plan (ILP) Review if applicable.	participation rate of 96%, exceeding the target by 16 percentage points.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			tools—including phone calls, emails, Google Classroom, and Remind—were utilized to ensure families remained informed and engaged. This consistent outreach has played a vital role in maintaining high levels of involvement and ensuring students receive the academic support they need.	methods including phone calls, emails, Google Classroom, and Remind to provide timely notifications and ongoing outreach. These efforts contributed to strong family participation and supported continued academic monitoring and individualized student support.		
4.3	100% of parents of students of unduplicated pupils will be offered trainings linked to student learning and social-emotional development.	100% of parents of students of unduplicated pupils will be offered trainings linked to student learning and social-emotional development.	In alignment with the goal to provide 100% of parents of unduplicated pupils with access to trainings related to student learning and social-emotional development, significant progress has been made in offering meaningful resources and engagement	During the 2024–2025 school year, SCALE Leadership Academy–East continued implementation of its goal to offer trainings linked to student learning and social-emotional development to 100% of parents of unduplicated pupils. All workshops were offered schoolwide	100% of parents of students of unduplicated pupils will be offered trainings linked to student learning and social-emotional development.	The goal was for 100% of parents of unduplicated pupils to be offered trainings linked to student learning and social-emotional development. During the 2024–2025 school year, training opportunities were offered and communicated to all families, including parents

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			opportunities for families. An initial partnership with eLuma led to two workshops focused on enhancing student learning and emotional well-being. Building on that success, three additional parent workshops were offered during the second semester, resulting in a total of five workshops for the school year. These sessions ensured multiple opportunities for parents to engage in their children's academic and emotional development. In addition to the collaboration with eLuma, the counseling team continued to facilitate targeted workshops designed to equip	and made accessible to families of unduplicated pupils through multiple communication methods and outreach efforts. Through the continued partnership with eLuma, five parent workshops were offered addressing topics such as social media use, mental health, behavior management, handling rejection, and test anxiety. These sessions provided families with practical strategies to support students' academic success and social-emotional well-being. In addition, the Counseling Department hosted parent workshops		of unduplicated pupils. As a result, the established goal was met.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			families with tools to support academic achievement and social-emotional growth at home. These ongoing efforts reflect continued progress toward full implementation of this LCAP goal and the development of strong home-school partnerships.	throughout the year focused on academic engagement, student support strategies, and social-emotional development. Training opportunities were promoted through school communication channels to increase family awareness and participation. These efforts supported family engagement and reinforced the school's commitment to equipping parents with tools and resources to support student learning and overall well-being.		
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.	SCALE Leadership Academy East met the goal of soliciting parental participation from 100% of parents in programs for	SCALE Leadership Academy–East continued implementation of its goal to ensure that 100% of parents were	100% of parents will be solicited for parental participation in programs for individuals with exceptional needs.	The goal was for 100% of parents to be solicited for participation in programs for individuals with exceptional needs.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			students with exceptional needs. The school provided outreach and communication to ensure families were informed of opportunities to participate in planning, supports, and school-based programs connected to students with exceptional needs. Families were invited to participate through meetings, direct communication with staff, parent-teacher communication, and collaboration with teachers, case managers, counselors, and school support personnel. These efforts helped ensure that parents had opportunities to provide input, ask questions, and	solicited for participation in programs and services supporting students with exceptional needs. The school maintained ongoing outreach and communication with families to ensure parents were informed of opportunities to participate in planning, services, supports, and school-based programs designed to meet individual student needs. These efforts supported continued collaboration among families, teachers, case managers, counselors, and school staff. Parent participation opportunities		During the 2024–2025 school year, parents were provided ongoing opportunities for participation through outreach, meetings, communication, and individualized support processes. As a result, the established goal was met.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			participate in decisions related to their students' services and supports.	remained available through meetings, direct communication, progress updates, and individualized support processes, helping families remain engaged in educational planning and decisions related to their students' services and supports. This ongoing outreach reflects the school's commitment to maintaining meaningful family involvement and ensuring parents remain active partners in supporting students 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.	SCALE Leadership Academy-East is committed to fostering a positive, inclusive, and safe school environment for all students, families,	SCALE Leadership Academy East continued to meet the goal of maintaining a positive and safe school climate. Based on mid-year	80% of stakeholders experience the school climate as positive and safe as indicated by annual parent,	The established target was 80%. Based on Year 2 stakeholder feedback, the school achieved 80%, meeting the standard with no

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			and staff. Strong relationships and clear communication have been foundational to building trust and engagement across the school community. According to annual stakeholder surveys, the school met its goal, with 80% of respondents reporting a positive perception of school climate. This outcome reflects the effectiveness of efforts to promote a supportive culture through respectful interactions, responsive communication, and consistent collaboration among staff, students, and families.	stakeholder feedback, 80% of stakeholders reported experiencing the school climate as positive and safe, meeting the established target for this metric. This outcome reflects continued implementation of schoolwide engagement strategies, consistent communication, and efforts to foster a supportive and inclusive environment for students, families, and staff. While the target was met, the school will continue to strengthen stakeholder partnerships, staff wellness supports, student engagement opportunities, and parent communication to	student, and staff surveys.	variance from the target (0 percentage point difference).

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

Goal Analysis [2025-26]

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

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

During the 2024-25 school year, SCALE Leadership Academy-East continued implementing Goal 4 actions focused on parent engagement, family communication, school climate, and family participation in school decision-making. The school provided multiple opportunities for parent input through surveys, parent-teacher conferences, Individual Learning Plan (ILP) reviews, newsletters, digital communication platforms, direct outreach, and School Site Council participation.

The actions implemented under Goal 4 were effective in increasing family engagement and maintaining a positive school climate. Parent participation in biannual parent-teacher conferences and ILP reviews exceeded the established goal of 80%, reaching 96% participation. The school also met its target for parent education and engagement by offering trainings and workshops focused on student learning, academic support strategies, and social-emotional development. Families of students with exceptional needs were provided ongoing opportunities to participate in educational planning and support services through individualized meetings, progress monitoring, and direct communication.

School climate data also demonstrated positive results, with 80% of stakeholders reporting that the school climate was positive and safe, meeting the established target. These outcomes indicate that the actions and services implemented under Goal 4 successfully strengthened family-school partnerships, increased opportunities for meaningful parent involvement, and supported a safe and welcoming learning environment.

Based on these results, SCALE Leadership Academy-East will continue implementing these actions while exploring additional strategies to further increase family engagement, participation in school governance opportunities, and overall stakeholder satisfaction.

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

There were material differences between budgeted expenditures and estimated actual expenditures for Goal 4 as reported in the Annual Update Table. Planned Goal 4 expenditures totaled approximately \$354,914, while estimated actual expenditures were reported as \$0. Although estimated actual expenditures were not attributed to Goal 4 actions in the Annual Update Table, the school's Year 2 outcomes indicate that Goal 4 actions related to parent engagement, parent input, parent participation, parent trainings, participation opportunities for families of students with exceptional needs, and school climate were implemented. The school met or exceeded the established Goal 4 metrics, including 100% parent input solicitation, 96% parent participation in conferences and Individual Learning Plan reviews, 100% offering of parent trainings for parents of unduplicated pupils, 100% solicitation for parent participation in programs for students with exceptional needs, and 80% positive school climate feedback.

The reported expenditure difference appears to reflect that parent engagement and communication activities may have been supported through existing staff time, general operations, or expenditures not fully coded to the Goal 4 LCAP actions. Moving forward, the LEA will improve internal tracking of staff time, communication systems, parent engagement activities, and related expenditures to ensure actual costs are more accurately reflected in the Annual Update Table.

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

The actions implemented under Goal 4 were effective in making progress toward the goal of increasing parent engagement, strengthening school-family partnerships, and maintaining a positive and safe school climate.

Metric 4.1 was met, as 100% of parents were solicited for input in making decisions for the school through multiple communication methods and engagement opportunities.

Metric 4.2 exceeded the annual target, with 96% of parents participating in biannual parent-teacher conferences and Individual Learning Plan reviews, exceeding the 80% target by 17 percentage points.

Metric 4.3 was met, as 100% of parents of unduplicated pupils were offered trainings linked to student learning and social-emotional development.

Metric 4.4 was met, as 100% of parents were solicited for participation in programs for individuals with exceptional needs through communication, meetings, and individualized support processes.

Metric 4.5 was met, as 80% of stakeholders reported that the school climate was positive and safe, meeting the established target.

Collectively, these results demonstrate that Goal 4 actions were effective. The strongest area of progress was parent participation in conferences and ILP reviews, which substantially exceeded the target. Continued implementation of communication systems, parent outreach, trainings, and individualized support processes contributed to increased parent engagement and a positive school climate.

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

Based on Year 2 implementation and outcomes, no major changes will be made to the planned goal, metrics, target outcomes, or actions for the coming year. The school will continue implementing Goal 4 actions because the current strategies were effective in meeting or exceeding all established metrics.

For the coming year, the school will continue strengthening parent communication and engagement through surveys, conferences, newsletters, digital platforms, School Site Council participation, direct outreach, and family workshops. The school will also continue offering parent trainings related to student learning, academic engagement, student support strategies, and social-emotional development.

To build on Year 2 progress, the school will maintain systems that supported strong parent participation in conferences and ILP reviews while continuing to monitor the quality and frequency of outreach. The school will also continue refining communication and support processes for families of students with exceptional needs to ensure parents remain informed, included, and actively engaged in their students’ educational programs.

No action was identified as ineffective. The LEA will continue monitoring parent participation, stakeholder feedback, and school climate data to sustain progress and identify opportunities for continued improvement.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Parent Engagement	Parent engagement involves fostering collaborative partnerships between parents and the school to support student success. It includes effective communication, parent education, conferences, volunteering opportunities, resource centers, family events, and home- school partnerships.	\$43,069.00	No

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
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	\$44,389.00	No

Action #	Title	Description	Total Funds	Contributing
		educational organizations for expertise. Record training sessions and create an online resource library for parents to access at any time.		
4.8	Social-Emotional Learning (SEL) Workshops	Conduct SEL workshops to help parents support their child's emotional well-being. Utilize SEL programs like Second Step or e-Luma to provide structured content. Continue to utilize a parent newsletter with SEL tips and strategies, distributed both digitally and in print.	\$13,586.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Students will attend school at a rate of 93% or more	Students will attend school at a rate of 93% or more	The goal of achieving a student attendance rate of 93% or higher was met in the 2023–24 school year. As an independent study school, attendance is determined based on	During the 2024-25 school year, SCALE Leadership Academy East met the goal of students attending school at a rate of 93% or higher. As an independent study school, attendance is	Students will attend school at a rate of 93% or more	SCALE Leadership Academy East exceeded the baseline goal of 93% attendance by 5.7 percentage points, with a 2024-25 attendance rate of 98.7%. This reflects continued

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			completed and evaluated work rather than daily presence. Using California's independent study attendance criteria, our data indicates an estimated attendance rate of 97.54%, exceeding the established goal. This calculation is based on a cumulative enrollment of 1,357 students, of whom 185 had one or more absences. The average number of days absent among these students was 32.5. Despite a 100% rate of incomplete independent study absences for those with missed days, the overall rate of completed assignments certified by teachers ensured	determined based on completed and evaluated work rather than daily seat-based attendance. Using California independent study attendance criteria, the school reported an attendance rate of 98.7%, exceeding the 93% target. This outcome reflects continued implementation of student engagement protocols, teacher monitoring, individualized support, and academic accountability systems that support attendance and participation in the independent study model.		strong attendance outcomes under the school's independent study attendance model.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			high attendance compliance. These results reflect the effectiveness of our student engagement protocols, individualized support plans, and continuous monitoring processes. The school's focus on reengagement and academic accountability contributed to strong attendance outcomes consistent with the requirements for independent study programs.			
5.2	Chronic absenteeism will be identified, addressed, and rectified in 80% of all cases.	Chronic absenteeism will be identified, addressed, and rectified in 80% of all cases.	The goal of addressing chronic absenteeism in 80% of identified cases was met during Year 1. This outcome was achieved through the implementation of our truancy	During the 2024-25 school year, SCALE Leadership Academy East met the goal of identifying, addressing, and rectifying chronic absenteeism in at least 80% of	Chronic absenteeism will be identified, addressed, and rectified in 80% of all cases.	There is no difference from the baseline, as SCALE Leadership Academy East continued to meet the goal of identifying, addressing, and rectifying chronic

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			prevention system, as outlined in our district's Truancy Policy. Teachers conducted weekly reviews to identify students exhibiting signs of disengagement. When students demonstrated low engagement, they were monitored over a three-week period. During this time, families received low engagement notices as an early intervention measure. If a student approached the threshold of 10% absenteeism within a learning period, a staff-led conference was conducted to emphasize the academic and social impact of continued disengagement. These interventions led to	identified cases through continued implementation of its multi-tiered truancy prevention and re-engagement system. Final 2024-25 data showed that 99 of 1,644 enrolled students were classified as chronically absent, resulting in a chronic absenteeism rate of 6.02%. The school continued to identify students demonstrating patterns of disengagement through weekly teacher reviews, low-engagement monitoring, family communication, staff-led conferences, and formal truancy meetings when appropriate. These interventions were used to clarify		absenteeism in at least 80% of identified cases. In 2024-25, 99 of 1,644 students, or 6.02%, were classified as chronically absent. The school maintained its intervention system through teacher monitoring, family outreach, low-engagement notices, staff-led conferences, formal truancy meetings, and individualized re-engagement supports.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			re-engagement for a majority of students, who were then continuously monitored to ensure sustained improvement. For students whose absenteeism persisted and exceeded the 10% threshold, formal truancy meetings were held with students and families. These meetings reinforced district expectations, clarified consequences, and identified individualized supports. This multi-tiered system of identification, outreach, intervention, and monitoring contributed to successfully rectifying chronic absenteeism in 80% of	expectations, address barriers to engagement, provide individualized supports, and monitor students most at risk of continued absenteeism. Through this process, chronic absenteeism cases were identified and addressed in alignment with the school's established truancy prevention procedures.		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			documented cases.			
5.3	90% of middle school students will graduate, except for those who relocate.	90% of middle school students will graduate, except for those who relocate.	SCALE Leadership Academy-East set a goal for 90% of middle school students to be promoted, excluding those who relocate. In 2023–2024, 100% of middle school students were promoted to the next grade level, surpassing the target. This outcome reflects the effectiveness of personalized academic recovery plans, which include interventions such as tutoring, progress monitoring, and access to supplemental resources. Educators and support staff collaborated with families to provide wraparound	During the 2024-25 school year, SCALE Leadership Academy East exceeded the goal of 90% of middle school students being promoted to the next grade level, excluding students who relocated. Based on Year 2 data, 100% of middle school students were promoted to the next grade level, surpassing the established target. This outcome reflects continued implementation of personalized academic supports, progress monitoring, targeted intervention, and collaboration among teachers, support staff, students, and families. These	90% of middle school students will graduate, except for those who relocate.	SCALE Leadership Academy East exceeded the baseline target of 90% middle school promotion. In 2024-25, 100% of middle school students were promoted to the next grade level, representing a 10 percentage point increase above the baseline and target. This reflects continued success in supporting middle school students toward grade-level promotion.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			services that addressed academic needs early, helping students stay on track and engaged. These supports contributed to high promotion rates and will continue to be a key strategy for ensuring student readiness and success in subsequent grade levels.	systems helped identify academic needs early, support student engagement, and promote successful grade-level progression.		
5.4	SLA East will maintain a high school dropout rate of less than 5%.	The baseline dropout rate is > 5%	SCALE Leadership Academy-East aims to maintain a high school dropout rate below 5%. In the 2023–2024 school year, the dropout rate was 12.2%, exceeding the target. Contributing factors included students not picked up by other districts, unlocatable students despite	During Year 2, SCALE Leadership Academy–East continued implementation of strategies to maintain a high school dropout rate below 5 percent. The school maintained enhanced academic counseling, strengthened student monitoring practices, and	SLA East will maintain a high school dropout rate of less than 5%.	The goal was to maintain a high school dropout rate below 5%. During the 2024–2025 school year, SCALE reported a dropout rate of 6.67%, which was 1.67 percentage points above the established target. Although the goal was not met, the dropout rate improved from 12.2% in 2023–

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			follow-up, and students requiring a fifth year to meet graduation requirements. In response, the school strengthened academic counseling, implemented targeted interventions, and improved student tracking to support at-risk students and ensure accurate exit coding. For 2024–2025, based on data from a 49-student four- and five-year cohort, the projected dropout rate is 11%. This includes two unlocatable students, one continuing into a fifth year, and one student unlikely to graduate. While this remains above the 5% goal, it	continued targeted interventions for students identified as at risk, including increased outreach, engagement efforts, and follow-up to support student retention. For the 2024–2025 school year, the school reported a 6.67% dropout rate based on a 45-student four-year cohort, which included two unlocatable students and one student continuing into a fifth year. This reflects an improvement from the 12.2% dropout rate reported in 2023–2024. Although the established goal was not met, the reduction in the dropout rate suggests that implemented actions and		2024, demonstrating continued progress toward the long-term goal.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			reflects a slight improvement and highlights areas for continued intervention and outreach.	services are contributing to improved student persistence and retention outcomes. SCALE will continue focusing on early identification of students needing support, proactive interventions, family communication, engagement monitoring, and accurate exit coding practices to further reduce the dropout rate and work toward achieving the LCAP target.		
5.5	90% of high school students will graduate within a 4th or 5th-year cohort or matriculate into a GED, Credit Recovery, or CTE/Vocational Program.	90% of high school students will graduate within a 4th or 5th-year cohort or matriculate into a GED, Credit Recovery, or CTE/Vocational Program.	SCALE Leadership Academy-East set a goal for 90% of high school students to graduate within a 4- or 5-year cohort or transition into a GED, credit recovery, or CTE/vocational program. In 2023–	During the 2024–2025 school year, SCALE Leadership Academy–East exceeded its goal of ensuring that 90 percent of high school students graduate within a four- or five-year cohort or matriculate into an	90% of high school students will graduate within a 4th or 5th-year cohort or matriculate into a GED, Credit Recovery, or CTE/Vocational Program.	SCALE Leadership Academy East exceeded the baseline and target of 90% by achieving a 93.3% graduation/completion rate in 2024-25. This represents a 3.3 percentage point increase above the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2024, the school achieved a 90.9% graduation/completion rate, meeting the LCAP goal. This includes 38 on-time graduates, one student continuing into a fifth year, and one enrolled in a credit recovery program. Four students were unlocatable and not picked up by another California public school, highlighting the need for improved tracking and follow-up. For 2024–2025, the projected completion rate is 95.6% among students who remain enrolled, with two students' outcomes unverified due to relocation. Continued efforts focus on expanding student support systems	alternative pathway, achieving a graduation rate of 93.33 percent. Within the four-year cohort of 45 students, 42 students successfully completed graduation requirements or remained on an approved pathway. One student transitioned to a fifth-year cohort for the 2025–2026 school year due to insufficient time to complete graduation requirements and the need for credit recovery, and two students could not be located despite multiple outreach efforts. In addition, all three students who participated in the five-year cohort during the 2024–2025 school year successfully graduated,		baseline target and reflects continued success in supporting students toward graduation or approved completion pathways.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			and transition pathways to sustain and improve outcomes.	demonstrating the effectiveness of extended pathway options and targeted academic counseling supports. Overall, these outcomes reflect strong implementation of academic monitoring, individualized graduation planning, and alternative pathway supports, and indicate that SCALE Leadership Academy–East is meeting and sustaining progress toward this LCAP goal.		
5.6	Pupil suspension rates will not exceed 10%.	Pupil suspension rates will not exceed 10%.	SCALE Leadership Academy-East maintained full compliance with the goal of limiting pupil suspensions. The suspension rate for the 2023–2024 school year remained at 0%, reflecting the	During the 2024-25 school year, SCALE Leadership Academy East maintained compliance with the suspension metric by keeping the pupil suspension rate at 0%. This remained	Pupil suspension rates will not exceed 10%.	SCALE Leadership Academy East met and exceeded the baseline expectation that pupil suspension rates will not exceed 10%. In 2024-25, the suspension rate was 0%, which is

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			school's continued focus on maintaining a positive and supportive learning environment.	well below the 10% threshold and reflects continued implementation of schoolwide practices that support a positive, structured, and supportive learning environment. The school continued to emphasize proactive supports, communication, student engagement, and safe learning conditions to reduce the need for exclusionary discipline. This outcome demonstrates continued success in maintaining a low suspension rate and supporting student access to instruction.		10 percentage points below the maximum threshold. This reflects continued strong performance in maintaining safe and supportive school conditions without relying on suspension.
5.7	Pupil expulsion rates will not exceed 5%	Pupil expulsion rates will not exceed 5%	SCALE Leadership Academy-East maintained full compliance with its goal of keeping the	During the 2024-25 school year, SCALE Leadership Academy East maintained	Pupil expulsion rates will not exceed 5%	SCALE Leadership Academy East met and exceeded the baseline expectation that

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			pupil expulsion rate at 0% for the 2023–2024 school year. This reflects the school's commitment to providing a supportive and structured learning environment for all students.	compliance with the expulsion metric by keeping the pupil expulsion rate at 0%. This remained below the 5% threshold and reflects the school's continued commitment to providing a supportive, structured, and safe learning environment for all students. The school continued to emphasize proactive communication, student support, engagement monitoring, and early intervention practices to address student needs before situations escalate to exclusionary discipline. This outcome demonstrates continued success in maintaining a low expulsion rate		pupil expulsion rates will not exceed 5%. In 2024-25, the expulsion rate was 0%, which is 5 percentage points below the maximum threshold. This reflects continued strong performance in maintaining safe and supportive school conditions without relying on expulsion.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				and supporting student access to instruction.		

Goal Analysis [2025-26]

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

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

During the 2024-25 school year, SCALE Leadership Academy East continued implementing Goal 5 through a coordinated focus on attendance, chronic absenteeism, middle school promotion, high school completion, dropout prevention, and maintaining safe and supportive school conditions. As an independent study school, student attendance and engagement continued to be monitored through completed and evaluated assignments, teacher review, family outreach, and re-engagement systems aligned to California independent study requirements.

For attendance, the school exceeded the 93% attendance goal, reporting a 2024-25 attendance rate of 98.7%. This reflected continued implementation of student engagement protocols, teacher monitoring, individualized support, and academic accountability systems.

For chronic absenteeism, final 2024-25 data showed that 99 of 1,644 enrolled students, or 6.02%, were classified as chronically absent. The school continued using its multi-tiered truancy prevention and re-engagement system, including weekly teacher reviews, low-engagement notices, family communication, staff-led conferences, formal truancy meetings, individualized supports, and ongoing monitoring. Based on the school's established interpretation of this metric, chronic absenteeism cases were identified, addressed, and rectified through the intervention and re-engagement process.

Middle school promotion remained strong, with 100% of middle school students promoted to the next grade level, excluding students who relocated. This exceeded the 90% target and reflected the impact of progress monitoring, targeted academic intervention, teacher support, and family communication.

High school completion outcomes also remained strong. The school achieved a 93.3% graduation/completion rate, exceeding the 90% target. Within the four-year cohort of 45 students, 42 completed graduation requirements or remained on an approved pathway. Extended pathway options, credit recovery, academic counseling, and individualized student monitoring supported students in completing graduation requirements or continuing toward completion.

Dropout prevention remained an area of continued focus. The dropout rate decreased to 6.67%, improving from the Year 1 outcome of 12.2%. Although this reflected positive movement, the school did not yet meet the target of maintaining a dropout rate below 5%. Continued efforts are needed in early identification, accurate exit coding, family outreach, academic counseling, and follow-up for students who become disengaged or difficult to locate.

The school also maintained safe and supportive school conditions, with both suspension and expulsion rates at 0% in 2024-25. These outcomes remained well below the established thresholds and reflected continued implementation of proactive supports, communication, student engagement practices, and non-exclusionary approaches to maintaining a positive learning environment.

Challenges:

A continued challenge involved reducing the dropout rate below the 5% target. Although the dropout rate improved from 12.2% to 6.67%, additional refinement is needed to support high school students who become disengaged, are difficult to locate, require extended time, or need alternative pathway options.

Chronic absenteeism also remained an area requiring consistent monitoring. While the chronic absenteeism rate was relatively low at 6.02%, continued attention is needed to ensure students showing signs of disengagement are identified early and connected to appropriate supports.

Successes:

The school exceeded the 93% attendance target with a 2024-25 attendance rate of 98.7%.

The school identified and addressed chronic absenteeism through its established truancy prevention and re-engagement system.

The school promoted 100% of middle school students to the next grade level, excluding students who relocated.

The school exceeded the high school graduation/completion target with a 93.3% completion rate.

The dropout rate improved from 12.2% to 6.67%.

The school maintained a 0% suspension rate.

The school maintained a 0% expulsion rate.

Substantive Differences:

There were no known substantive deviations from the planned implementation of Goal 5 actions. Attendance monitoring, chronic absenteeism intervention, promotion support, graduation monitoring, dropout prevention, and school climate actions were implemented. The most significant area requiring continued refinement is dropout prevention, as the school improved from Year 1 but remained above the below-5% target.

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

There were material differences between budgeted expenditures and estimated actual expenditures for Goal 5 as reported in the Annual Update Table. Planned Goal 5 expenditures totaled approximately \$1.88 million, while estimated actual expenditures totaled approximately \$1.52 million, resulting in reported estimated actual expenditures that were approximately \$359,278 lower than planned. The overall difference was primarily reflected in non-contributing actions where estimated actual expenditures were reported as \$0, left blank, or not fully attributed to the corresponding LCAP action. These included actions related to targeted academic support, data analysis and monitoring, chronic absenteeism, attendance incentives, parent engagement and education, and credit recovery programs. For Goal 5 contributing actions, however, estimated actual expenditures exceeded planned expenditures. Contributing actions supporting unduplicated pupils, including culturally responsive teacher and curriculum supports, targeted academic support for unduplicated pupils, and expanded social-emotional support, had planned expenditures of approximately \$1.46 million and estimated actual expenditures of approximately \$1.52 million. This represents approximately \$65,171 more than planned for contributing services. As a result, while Goal 5 had an overall expenditure difference, there was no significant reduction in the reported level of increased or improved services for unduplicated pupils. Moving forward, the LEA will strengthen internal tracking of payroll and accounts payable coding to ensure staff time, vendor costs, and program expenses are more consistently tied to the appropriate LCAP goal and action.

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

The actions implemented under Goal 5 were generally effective in supporting attendance, promotion, graduation/completion, and school climate, while dropout prevention remains an area requiring continued refinement.

Attendance Monitoring and Engagement: This action was effective. The school exceeded the 93% attendance goal by reporting a 2024-25 attendance rate of 98.7%. This reflects the continued effectiveness of student engagement protocols, teacher monitoring, individualized support, and independent study accountability systems.

Chronic Absenteeism Intervention: This action was effective based on the school's established interpretation of the metric. Final 2024-25 data showed that 99 of 1,644 students, or 6.02%, were classified as chronically absent. The school continued implementation of its multi-tiered truancy prevention and re-engagement system, including teacher reviews, low-engagement notices, family outreach, staff-led conferences, formal truancy meetings, individualized supports, and ongoing monitoring. These systems supported identification, response, and re-engagement for students demonstrating patterns of chronic absenteeism.

Middle School Promotion: This action was effective. In 2024-25, 100% of middle school students were promoted to the next grade level, excluding students who relocated. This exceeded the 90% target and reflected the effectiveness of personalized academic supports, progress monitoring, targeted intervention, and communication among teachers, support staff, students, and families.

High School Graduation and Completion: This action was effective. The school achieved a 93.3% graduation/completion rate, exceeding the 90% target. Within the four-year cohort of 45 students, 42 completed graduation requirements or remained on an approved pathway. Credit recovery, academic counseling, alternative pathway planning, and individualized monitoring supported students in completing graduation requirements or continuing toward completion.

Dropout Prevention: This action was partially effective. The dropout rate improved from 12.2% in Year 1 to 6.67% in Year 2, showing positive progress. However, the rate remained above the target of less than 5%. This indicates that continued refinement is needed in early identification, exit coding, follow-up for students who disengage, family communication, and supports for students needing extended time or alternative pathways.

Suspension and Expulsion: These actions were highly effective. The school maintained a 0% suspension rate and a 0% expulsion rate in 2024-25. These outcomes demonstrate the effectiveness of proactive communication, student support, engagement monitoring, and schoolwide practices that promote a safe, structured, and supportive learning environment without relying on exclusionary discipline.

Overall, Goal 5 actions were effective in most areas, particularly attendance, promotion, graduation/completion, suspension, and expulsion. Continued improvement is needed in dropout prevention and long-term re-engagement for students who become disconnected from school.

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

Based on reflection and analysis of Goal 5 implementation, SCALE Leadership Academy East will maintain the core actions connected to attendance monitoring, chronic absenteeism intervention, student engagement, promotion, graduation/completion, dropout prevention, and safe school conditions.

Attendance and Engagement: The school will continue monitoring student attendance and engagement through completed and evaluated assignments, teacher review, family communication, and individualized follow-up. Current practices will be maintained because the school exceeded the 93% attendance target.

Chronic Absenteeism: The school will continue using its multi-tiered truancy prevention and re-engagement system to identify, address, and monitor chronic absenteeism. Staff will continue weekly reviews, low-engagement notices, family outreach, conferences, formal truancy meetings, and individualized supports for students demonstrating patterns of disengagement.

Middle School Promotion: No major changes are planned for middle school promotion supports, as the school exceeded the 90% target. The school will continue progress monitoring, targeted intervention, teacher support, family communication, and academic planning to support successful grade-level promotion.

High School Graduation and Completion: The school will continue strengthening graduation monitoring, academic counseling, credit recovery, and alternative pathway options. Students who need additional time, credit recovery, GED support, CTE/vocational pathways, or other completion options will continue to receive individualized support.

Dropout Prevention: The school will refine dropout prevention efforts because the dropout rate improved but remained above the below-5% target. Planned refinements include earlier identification of disengaged students, improved follow-up when students become difficult to contact, stronger family communication, more consistent documentation of outreach, improved exit coding, and continued support for students needing extended pathways.

Suspension and Expulsion: No major changes are planned for suspension and expulsion practices, as the school maintained 0% rates in both areas. The school will continue proactive supports, communication, engagement monitoring, and positive school climate practices to maintain safe and supportive learning conditions.

These adjustments reflect the school's continued commitment to improving student engagement, reducing chronic absenteeism and dropout rates, supporting promotion and completion, and maintaining a safe and inclusive learning environment.

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

Actions

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

Action #	Title	Description	Total Funds	Contributing
5.4	Expanded Social-Emotional Support	Efforts will be made to enhance support services, including additional counseling services and contracting professionals like school psychologists or social workers, to address the specific needs of unduplicated populations, including African American and Homeless students.	\$1,183,287.00	Yes
5.5	Data Analysis and Monitoring	Data analysis and monitoring involve the systematic collection, analysis, and interpretation of data to inform decision-making and track progress towards goals in education for all students. It helps SCALE identify trends, disparities, and areas for improvement, enabling targeted interventions and resource allocation. By utilizing data effectively, we can make informed decisions, evaluate interventions, and continuously improve educational outcomes.	\$52,424.00	No
5.6	Remedy Chronic Absenteeism	To remedy chronic absenteeism, we will reexamine the academic intervention program, early alert system, and truancy process for identifying and rectifying attendance issues. Reports will be generated every four weeks to monitor and address attendance concerns promptly. Use data analytics platforms to monitor attendance patterns. Use predictive analytics to forecast absenteeism trends and intervene before patterns become problematic.	\$56,351.00	No
5.7	Attendance Incentive Programs	Implement monthly and quarterly attendance incentive programs that reward students for maintaining high attendance rates.	\$88,329.00	No

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

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$2,249,155	\$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
13.735%	0.000%	\$0.00	13.735%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.1	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 identified need for professional development and ongoing support for teachers to effectively integrate ELD standards into the	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 with ongoing support to differentiate and scaffold learning. Additionally, fostering collaboration	2.2

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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)	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
2.4	Action: Targeted ELL Support and Growth Initiative	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	2.4

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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. Scope: Limited to Unduplicated Student Group(s)	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.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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 partnering with local community organizations to offer additional resources and creating an interactive platform for ongoing communication and support.	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. 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	2.6

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)	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 academically.	
2.7	Action: Progress in English Learner Progress Indicator (ELPI) levels and reclassification rates Need:	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:	2.7

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 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)	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 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.	

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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 the specific needs of low-income, African American, Homeless, and English Learner students to enhance their academic achievement. Scope:	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 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	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)	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 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)	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 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.	5.1

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		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 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:	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 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.	5.2

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		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 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)	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 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.	5.4

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

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$16,375,786	\$2,249,155	13.735%	0.000%	13.735%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$7,998,668.93	\$1,291,306.00	\$0.00	\$0.00	\$9,289,974.93	\$3,696,726.91	\$5,593,248.02

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Teacher Certification	All	No			All Schools	Annual	\$2,200,334.00	\$6,436.00	\$1,630,469.00	\$576,301.00			\$2,206,770.00	
1	1.2	Standards aligned curriculum	All	No			All Schools	Annual	\$0.00	\$100,835.00	\$100,835.00				\$100,835.00	
1	1.3	Safety Compliance	All	No			All Schools	Annual	\$0.00	\$46,757.00	\$46,757.00				\$46,757.00	
1	1.4	Safety Compliance Training	All	No			All Schools	Annual	\$0.00	\$126,403.00	\$126,403.00				\$126,403.00	
1	1.5	Student access to a broad course of study including core subjects and enrichment subject matter	All	No			All Schools	Annual	\$686,634.00	\$374,065.00	\$617,382.00	\$443,317.00			\$1,060,699.00	
1	1.6	Broad Course of Study & Support Services for Extraordinary or Atypical Needs.	All	No			All Schools	Annual	\$86,389.00	\$1,596,589.00	\$1,660,004.00	\$22,974.00			\$1,682,978.00	
2	2.1	ELL Teaching Resources	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Annual	\$34,504.40	\$138,017.60	\$172,522.00				\$172,522.00	
2	2.2	ELL Professional Developments	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Annual	\$0.00	\$102,502.19	\$102,502.19				\$102,502.19	
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	

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
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	
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	

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	3.8	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	
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	

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
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 Group(s)	English Learners Foster Youth Low Income		Annual	\$23,836.51	\$95,346.05	\$119,182.56				\$119,182.56	
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	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$16,375,786	\$2,249,155	13.735%	0.000%	13.735%	\$2,017,897.13	0.000%	12.322 %	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	
2	2.7	Progress in English Learner Progress Indicator (ELPI)	Yes	Limited to Unduplicated	English Learners	All Schools	\$170,392.00	

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 (%)
		levels and reclassification rates		Student Group(s)				
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	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$9,289,974.93	\$5,430,681.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Teacher Certification	No	\$2,206,770.00	\$2,487,666.00
1	1.2	Standards aligned curriculum	No	\$100,835.00	\$341,375.00
1	1.3	Safety Compliance	No	\$46,757.00	\$16,866.00
1	1.4	Safety Compliance Training	No	\$126,403.00	
1	1.5	Student access to a broad course of study including core subjects and enrichment subject matter	No	\$1,060,699.00	\$239,655.00
1	1.6	Broad Course of Study & Support Services for Extraordinary or Atypical Needs.	No	\$1,682,978.00	
2	2.1	ELL Teaching Resources	Yes	\$172,522.00	\$126,918.00
2	2.2	ELL Professional Developments	Yes	\$102,502.19	\$122,345.00
2	2.3	Data Analysis and Monitoring	Yes	\$114,721.00	\$85,030.00
2	2.4	Targeted ELL Support and Growth Initiative	Yes	\$25,502.19	\$22,400.00

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)
2	2.5	Enhanced Language Acquisition Programs	Yes	\$25,502.19	\$25,502.00
2	2.6	Parent and Family Engagement	Yes	\$10,996.00	
2	2.7	Progress in English Learner Progress Indicator (ELPI) levels and reclassification rates	Yes	\$170,392.00	\$211,500.00
3	3.1	Assessing students	No	\$192,106.00	
3	3.2	Assessing students	No	\$48,413.00	\$22,260.00
3	3.3	Data-Driven Instruction	No	\$52,398.00	
3	3.4	Data-Driven Instruction	No	\$28,598.00	
3	3.5	Data-Driven Instruction Training	No	\$29,331.60	
3	3.6	Multi-Tiered Systems of Supports (MTSS)	Yes	\$125,571.00	\$204,205.00
3	3.7	Curriculum Alignment	No	\$67,022.00	
3	3.8	Parental Engagement: Assessment Workshop	No	\$12,164.50	
3	3.9	Individualized Education Plans (IEPs)	No	\$15,821.00	
3	3.10	Specialized Instruction	No	\$102,910.50	

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	3.11	Collaboration Between General and Special Education Teachers	No	\$16,539.00	
3	3.12	Parental Support: Students with Special Needs	No	\$5,045.00	
3	3.13	College and Career Readiness Support	No	\$381,392.00	
3	3.14	Comprehensive AP Support Program	No	\$5,412.00	
3	3.15	Expanded A-G Approved Course Offerings	No	\$58,256.00	
3	3.16	Proficiency in core academic areas for elementary and middle school students	No	\$63,265.00	
4	4.1	Parent Engagement	No	\$43,069.00	
4	4.2	Regular Parent Surveys	No	\$58,374.00	
4	4.3	Enhanced Parent and Community Engagement	No	\$77,299.20	
4	4.4	Parent Advisory Committees	No	\$52,547.00	
4	4.5	Parent Participation: PTC	No	\$54,374.00	
4	4.6	Parent Participation: ILP	No	\$11,276.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.7	Parent Training Programs	No	\$44,389.00	
4	4.8	Social-Emotional Learning (SEL) Workshops	No	\$13,586.00	
5	5.1	Culturally Responsive Teaching and Curriculum	Yes	\$119,182.56	\$133,507.00
5	5.2	Targeted Academic Support	Yes	\$157,318.00	\$129,100.00
5	5.3	Targeted Academic Support	No	\$125,819.00	
5	5.4	Expanded Social-Emotional Support	Yes	\$1,183,287.00	\$1,262,352.00
5	5.5	Data Analysis and Monitoring	No	\$52,424.00	
5	5.6	Remedy Chronic Absenteeism	No	\$56,351.00	
5	5.7	Attendance Incentive Programs	No	\$88,329.00	
5	5.8	Parent Engagement and Education	No	\$22,402.00	
5	5.9	Credit Recovery Programs	No	\$79,124.00	

2025-26 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)
\$2,249,155.00	\$2,017,897.13	\$2,322,858.68	(\$304,961.55)	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	\$172,522.00	\$126,917.68		
2	2.2	ELL Professional Developments	Yes	\$102,502.19	\$122,345.00		
2	2.3	Data Analysis and Monitoring	Yes	\$114,721.00	\$85,030.13		
2	2.4	Targeted ELL Support and Growth Initiative	Yes	\$25,502.19	\$22,399.79		
2	2.5	Enhanced Language Acquisition Programs	Yes	\$25,502.19	\$25,502.19		
2	2.6	Parent and Family Engagement	Yes	\$10,996.00			
2	2.7	Progress in English Learner Progress Indicator (ELPI) levels and reclassification rates	Yes	\$170,392.00	\$211,500.00		
3	3.6	Multi-Tiered Systems of Supports (MTSS)	Yes	\$122,871.00	\$204,205.00		
5	5.1	Culturally Responsive Teaching and Curriculum	Yes	\$119,182.56	\$133,507.39		
5	5.2	Targeted Academic Support	Yes	\$116,324.00	\$129,100.00		
5	5.4	Expanded Social-Emotional Support	Yes	\$1,037,382.00	\$1,262,351.50		

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)

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$16,375,786.00	\$2,249,155.00	0.000%	13.735%	\$2,322,858.68	0.000%	14.185%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

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

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