



# SCALE LEADERSHIP ACADEMY EAST

## **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: 2023-24

LEA contact information:

Chris Shockley

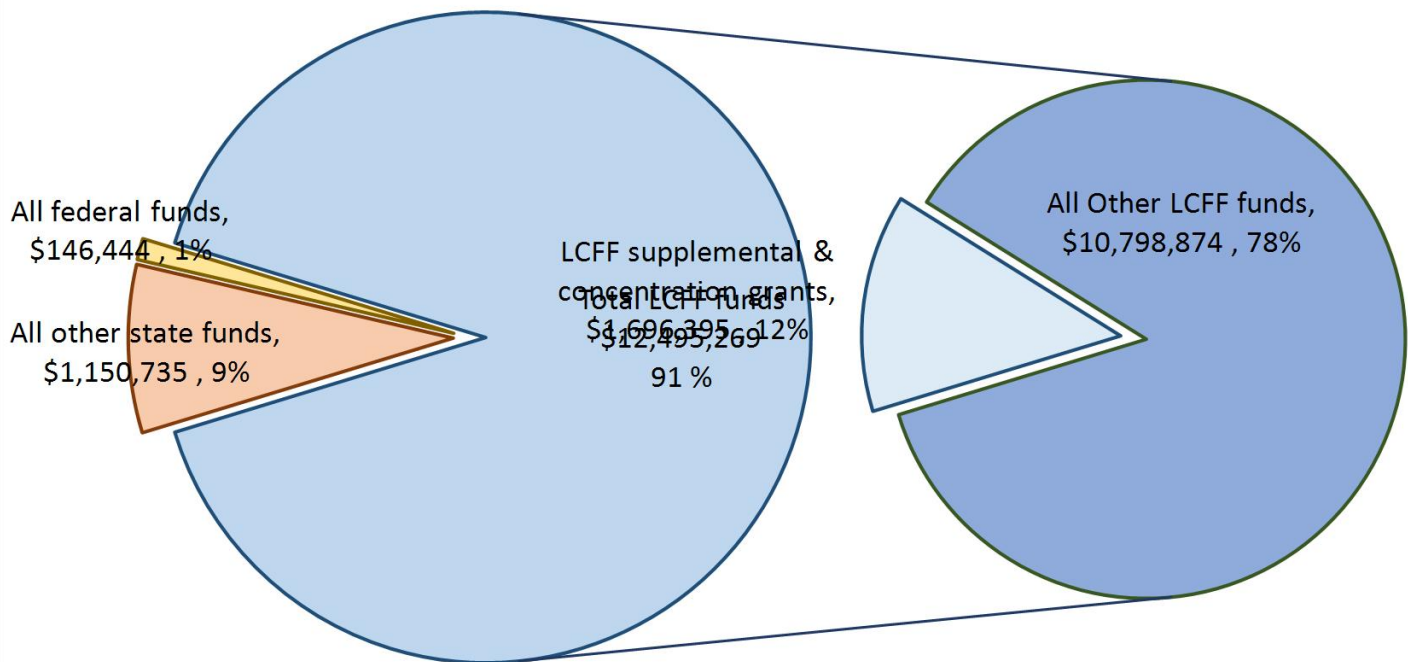
Executive Director

888-315-4660 ext. 104

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

## Budget Overview for the 2023-24 School Year

### Projected Revenue by Fund Source

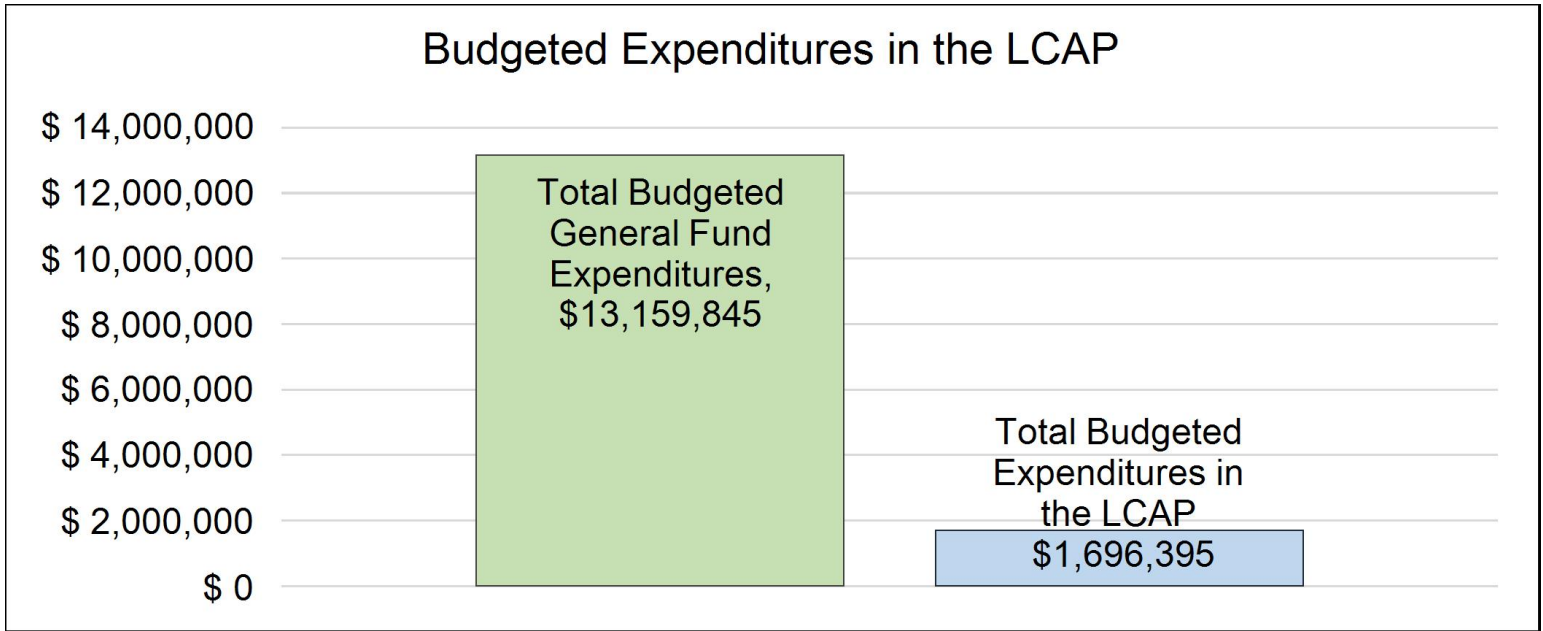


This chart shows the total general purpose revenue Palo Verde Unified School District- SCALE Leadership Academy East expects to receive in the coming year from all sources.

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 \$13,792,448, of which \$12,495,269.00 is Local Control Funding Formula (LCFF), \$1,150,735.00 is other state funds, \$0 is local funds, and \$146,444.00 is federal funds. Of the \$12,495,269.00 in LCFF Funds, \$1,696,395.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Palo Verde Unified School District- SCALE Leadership Academy East plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

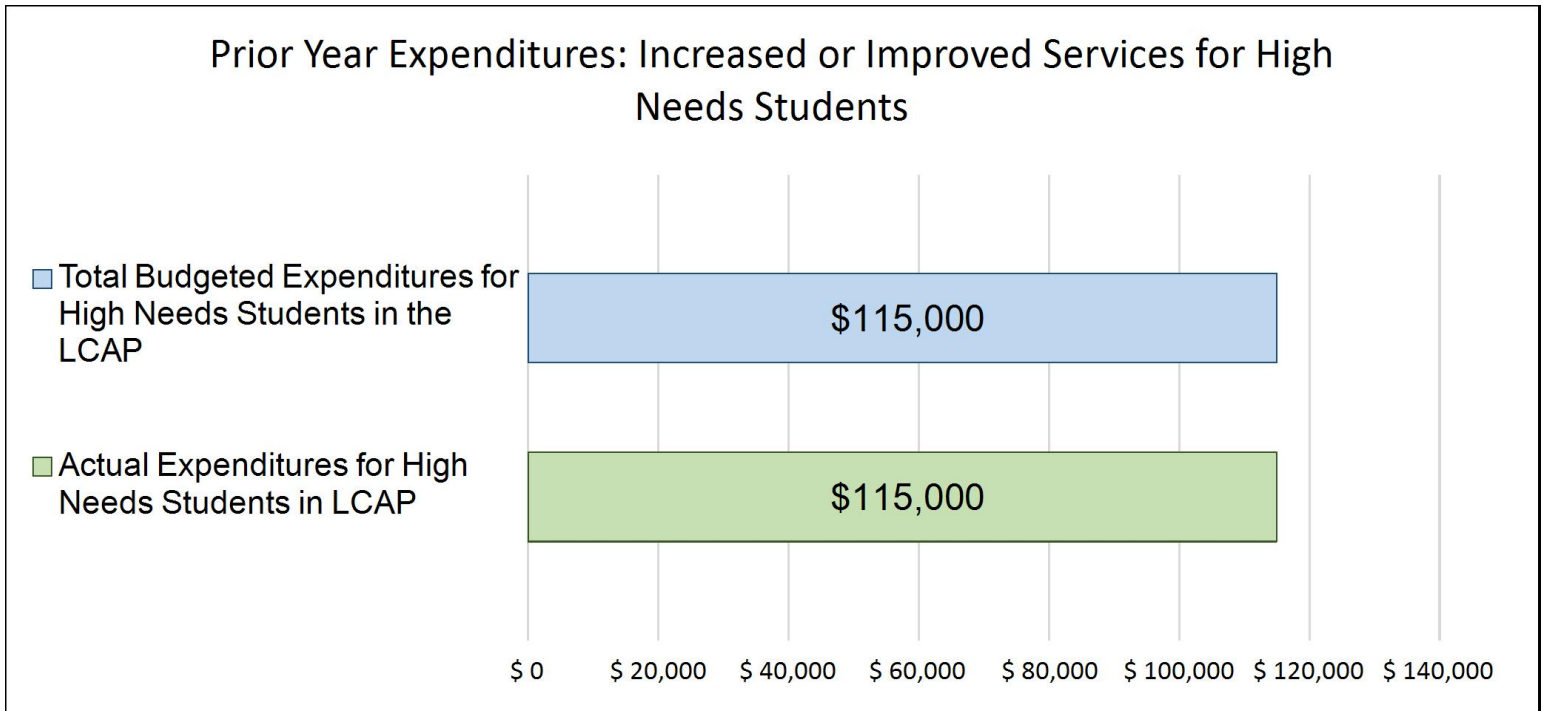
The text description of the above chart is as follows: Palo Verde Unified School District- SCALE Leadership Academy East plans to spend \$\$ 13,159,845 for the 2023-24 school year. Of that amount, \$\$ 1,696,395 is tied to actions/services in the LCAP and \$11,463,450 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

## Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Palo Verde Unified School District- SCALE Leadership Academy East is projecting it will receive \$\$ 1,696,395.00 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 \$\$ 1,696,395 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2022-23



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 2022-23, Palo Verde Unified School District- SCALE Leadership Academy East's LCAP budgeted \$115,000.00 for planned actions to increase or improve services for high needs students. Palo Verde Unified School District- SCALE Leadership Academy East actually spent \$115,000.00 for actions to increase or improve services for high needs students in 2022-23.



SCALE  
LEADERSHIP  
ACADEMY  
EAST

# Local Control and Accountability Plan

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

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

## Plan Summary [2023-24]

### General Information

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

SCALE Leadership Academy East is a non-classroom-based independent study charter school. This year we have 1540 students enrolled in grades from Transitional Kindergarten to 12th grade. SCALE services pupils in Riverside, Orange, San Bernardino, and San Diego counties. 46.6% of SLA students are socially and economically disadvantaged, 5.22% of our students have been identified as receiving special education services, 6.9% are identified as English Learners, .12% are foster youth, and 4.67% are students who are considered homeless. SLA employed 53 certificated and 17 classified employees and 2 temporary classified staff during the 2021-22 school year.

**The SLA Vision Statement:**

SCALE Leadership Academy East is firmly committed to our educational model that is based on accountability, diversity, leadership, and learning. We believe that all students have the ability to perform in an environment of high expectations and high levels of support. SCALE also believes that each child has unique gifts. SCALE offers a non-traditional setting, which is a perfect blend between online learning, self-directed study, and project-based curriculum. We hold high expectations to provide excellent teacher support, more instructional minutes, electives including options to include college and career readiness, and technology integration not offered in traditional programs. Most importantly, we offer a personalized and flexible program that is tailored for every student at the beginning of each school year.

**Mission Statement:**

Our Mission at SCALE Leadership Academy-East is to establish a TK-12 independent, exclusively virtual non classroom based public charter school that sets students on a path to success. SCALE will support students at their academic level through an Individualized Learning Plan (ILP) that incorporates strategies to help the whole child academically and emotionally. It is our aim that upon leaving SCALE Leadership Academy East, students:

- Are prepared to perform to their individual best and identify personal strengths to achieve success
- Utilize technological resources and problem-solving to execute life skills and learning
- Are motivated and can effectively communicate how to succeed and have had awareness of college expectations

- Have developed a personal commitment to serve as leaders of the 21st century

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

SLA East has experienced several successes in its fifth year of operation, particularly during the 2022-2023 academic year, which marked the first time the school could collect viable assessment data and performance indicators for student success. Some of the notable successes are as follows:

1. **Full Implementation of CTE Courses:** This academic year marked the second year of SLA East's full implementation of Career Technical Education (CTE) courses. These courses provided students with valuable hands-on learning experiences and opportunities for internships, facilitated by the support of industry and community partners. This initiative has proven beneficial, especially for vulnerable student populations, such as African American and homeless students, as it helps equip them with practical skills and connects them to potential career pathways.
2. **Support from Industry and Community Partners:** SLA East has successfully leveraged the support of industry and community partners to enhance the CTE program and provide additional resources for students. These partnerships have created opportunities for students to engage with professionals in various fields, gain real-world experiences, and expand their networks. By collaborating with external stakeholders, SLA East has been able to offer unique opportunities and support to its student body.
3. **Educational Partners Support for Initiatives:** The key educational partners at SLA East, including staff, parents, and community members, have continued to demonstrate support for various initiatives. These initiatives encompass areas such as CTE implementation, academic testing, specialized services, and interventions. The collaborative efforts and engagement of educational partners have contributed to the successful implementation of programs and services that meet the diverse needs of SLA East's student population.
4. **Overcoming Challenges in Virtual Assessment:** SLA East has successfully navigated the challenges associated with virtual assessments, including state testing, benchmarking, and diagnostic testing. Adapting to the virtual environment, the school has developed robust assessment plans to ensure accurate measurement of student progress and growth. By implementing effective strategies and leveraging appropriate technology, SLA East has addressed the unique challenges posed by virtual assessments and maintained the integrity of the evaluation process.
5. **Graduation Rates:** One of the significant successes at SLA East in the past year has been the improvement of graduation rates. This positive trend can be attributed to the implementation of individualized credit and course monitoring for all high school students. By closely monitoring students' credit accumulation and course progress, SLA East has been able to provide timely interventions and support to ensure students are on track for graduation. The individualized credit and course monitoring system has allowed SLA East to identify students who

may require additional assistance or alternative graduation plans. By proactively addressing their specific needs, the school has been able to develop personalized strategies to help these students successfully complete their high school education. Furthermore, the implementation of a proper exit code process for students who choose to matriculate into another school has been instrumental in ensuring a smooth transition. SLA East ensures that students leaving the school have the necessary documentation and credits, enabling them to continue their education seamlessly in their new educational setting. By implementing individualized credit and course monitoring, SLA East has demonstrated its commitment to supporting students' academic progress and success. This proactive approach has played a crucial role in improving graduation rates and providing students with the necessary tools and resources to achieve their educational goals. SLA East will continue to refine and strengthen these monitoring systems to further enhance graduation outcomes and ensure student success.

These successes reflect SLA East's commitment to providing comprehensive educational experiences, fostering community partnerships, and continuously improving its programs and services. The dedication and collaboration of stakeholders, combined with the adaptability in overcoming challenges, have contributed to the positive outcomes observed at SLA East.

## **Reflections: Identified Need**

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

SLA East is currently in its fifth year of operation, and the 2022-2023 academic year marks the first time the school has been able to gather viable assessment data and performance indicators for student success. The process of developing this year's LCAP and conducting ongoing data analysis, along with reflecting on the CA Dashboard, has yielded valuable insights into the school's practices.

One major insight gained is the correlation between high student engagement in Career Technical Education (CTE) courses and their academic performance. SLA East has observed that students who actively participate in CTE courses exhibit increased motivation and interest in their education. To leverage this correlation, the school will focus on developing effective methods to convert student engagement into improved academic performance. This may involve refining instructional strategies, providing targeted support, and aligning curriculum to maximize the benefits of CTE courses.

Another important insight derived from the process is the need for interventions tailored to older students, specifically high school students who enroll with significant credit deficiencies and academic gaps exceeding two years. These students require specialized attention and targeted interventions to help them overcome their educational setbacks and catch up with their peers. SLA East recognizes this need and will prioritize the development of interventions such as credit recovery programs, individualized support plans, and additional academic resources to facilitate their academic progress and success.



A thorough review of the data and the CA Dashboard has also revealed the impact of pandemic-related closures on certain sustainable systems related to attendance and truancy. This insight highlights the importance of reestablishing and strengthening these systems to ensure consistent student engagement and attendance.

Additionally, the data analysis has underscored the increased need for Social and Emotional Learning (SEL) resources for students. Recognizing that students' well-being and emotional development are critical to their overall success, SLA East will allocate resources to provide robust SEL programs and support services.

When addressing the specific needs of vulnerable student populations, such as African American students and homeless students, early identification of their needs becomes crucial for their successful high school graduation and pursuit of secondary education. As these populations often choose SLA East as a last resort after experiencing significant challenges in traditional public school settings, forging partnerships with community organizations can provide physical infrastructure, internships, and resource access to support their educational journey. Being an independent study and 100% online school, SLA East can also offer personalized learning experiences tailored to meet the unique needs of these students.

By leveraging these insights and implementing targeted interventions, SLA East aims to enhance student engagement, improve academic performance, strengthen attendance systems, provide adequate SEL resources, and support the educational success of vulnerable student populations. Ongoing evaluation and adjustment based on data analysis and community partnerships will be crucial for the continual improvement of these practices.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The LCAP goals are intentionally designed to align with ongoing accreditation goals and state priorities. Feedback from educational partners has played a crucial role in shaping the actions and services associated with each goal. Based on analysis of state and local data, as well as input from educational partners, the five goals will be maintained. However, new milestone goals and actions are currently being developed in collaboration with educational partners and board oversight. These efforts aim to enhance the academic and emotional experiences of vulnerable student populations.

# Comprehensive Support and Improvement

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

## ***Schools Identified***

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

SCALE Leadership Academy East

## ***Support for Identified Schools***

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

SCALE Leadership Academy East is actively engaged in supporting its CSI planning process. Our team is collaborating with educational partners to identify additional strategies to complement the existing instructional and social-emotional approaches. We value the involvement of our educational partners and will maintain open communication through avenues like the School Site Council and various committees to ensure their continued engagement. To facilitate effective decision-making and progress monitoring, we have implemented a robust Data Analysis and Monitoring process. This systematic approach involves collecting, analyzing, and interpreting data to inform our actions and gauge progress toward our goals. Through this process, we closely monitor graduation rates and evaluate our practices, seeking opportunities for improvement. We recognize that low graduation rates were a contributing factor that led us to CSI, and we are committed to addressing this issue. We actively seek feedback from our educational partners to ensure a collaborative and comprehensive CSI Plan. Their valuable input informs the modification of our CSI Plan, and their perspectives are considered during needs assessments conducted as part of the Data Analysis and Monitoring process. These needs assessments involve reviewing student graduation plans and local indicators, implementing targeted interventions to address challenges faced by our highly transient student population and those who are credit-deficient, and refining alternative graduation plans to cater to diverse pathways to success. As we engage in the needs assessment process, we remain committed to identifying and rectifying any potential resource inequities. We aim to ensure that all students have equitable access to the necessary resources for their educational journey. To guide our selection of programs and strategies, we thoroughly vet them through research, ensuring their effectiveness and adherence to evidence-based practices.

## ***Monitoring and Evaluating Effectiveness***

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

SCALE Leadership Academy East has implemented the SCALE Data Analysis and Monitoring process, which involves the activation and engagement, exploration and discovery, and organization and integration of data. This process equips LEA educators and educational partners with the necessary tools to monitor student graduation rates and evaluate our plan for continuous improvement. To ensure engagement from our educational partners, SCALE Leadership Academy East maintains active collaboration with the School Site Council and community partners. Our LEA leaders provide learning opportunities for these partner groups, ensuring their understanding of the significance of each step in the Data Analysis and Monitoring Process. The School Site Council meets 4-6 times per year, focusing on

analyzing various student data points, such as dashboard items, including graduation rates. Through these meetings, we assess the effectiveness of chosen strategies and interventions, making any necessary adjustments to enhance student outcomes. To support the data analysis efforts, LEA support personnel may attend the School Site Council meetings or review meeting minutes to monitor progress. Additionally, the site principal collaborates with the LEA support personnel, providing and requesting data pieces as needed. Furthermore, to ensure a comprehensive review and continuous improvement, SCALE Leadership Academy East's principal engages in regular data review and analysis meetings with the Board Cabinet and LEA authorizers. This ongoing analysis allows us to monitor progress toward meeting State Indicators and drive further improvements. By implementing the SCALE Data Analysis Process and engaging our educational partners, SCALE Leadership Academy East remains committed to monitoring and enhancing student achievement through data-driven decision-making and continuous improvement practices.

# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Meetings with educational partners are held throughout the year. SLA East educational partners include parents, teachers, school board members and other community partners. Specific agenda topics are created to have productive discussions. Feedback and collaboration is the desired goal. This process allows us to gain helpful responses and direction in which we can better serve all groups and directly impacts students. The pursuit of engaging these partners takes several forms through surveys, emails, and scheduled weekly, and monthly meetings. These outreach methods are used throughout the year and are critical to our being in touch with their valued perspectives and support. The benefits have a direct, positive impact on SLA East's students. The process of engaging educational partners has always been a priority for SLA East and a key consideration for its LCAP.

A summary of the feedback provided by specific educational partners.

SLA East engages parents and student representatives through monthly School Site Council meetings. These meetings cover various topics, including event schedules, health, and safety protocols, and curricular information. A significant focus is placed on supporting parents and their students, fostering an environment of dialogue, and addressing questions raised by parents. Parent-teacher conferences are held twice a year formally, with additional informal conferences scheduled as needed. SLA East organizes weekly administration meetings, professional development sessions, data analysis meetings, and professional learning communities to support teachers. These initiatives provide instructors with the necessary support and resources to enhance their teaching practices. The school board holds monthly meetings where strategic plans, data-driven proposals, and updates on school progress are shared with board members. In addition to engaging parents and educators, SLA East actively communicates with other community partners, including vendors and internship placement sites. Frequent dialogue and quarterly continuous program improvement sessions ensure effective collaboration and feedback to improve student services continually. Feedback from the district and county offices has underscored the importance of addressing the specific needs of African American and Homeless students, who have been identified as an Additional Targeted Support and Improvement (ATSI) group. This feedback has guided SLA East's efforts to incorporate evidence-based interventions specifically targeting and supporting these student populations, ensuring their needs are met effectively.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Setting goals and implementing actions that reflect the expectations of our partners clearly influence the LCAP. Assessment proficiency and student attendance metrics are two significant examples of where SLA East were guided by our educational partners.

# Goals and Actions

## Goal

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

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	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A. 100% of teachers will be fully credentialed and appropriately assigned. B. 100% of students will have standards-aligned instructional materials. C. School will pass the school safety evaluation with 80% accuracy	SLA has selected this maintenance goal, as our baseline data indicates we fully meet these requirements at full implementation and our current systems are sustainable for: A. 100% of teachers will be fully credentialed and appropriately assigned.	SLA has met most of these requirements at full implementation and our current systems are sustainable for: A. 95% of teachers are fully credentialed and appropriately assigned. We did see some difficulty for teachers clearing needed items including assessments and	A. Met: 100% of teachers will be fully credentialed and appropriately assigned. B. Met: 100% of students will have standards-aligned instructional materials. C. Met: School Safety Evaluation at over 80%		A. 100% of teachers will be fully credentialed and appropriately assigned. B. 100% of students will have standards-aligned instructional materials. C. School will pass the school safety evaluation with 80% accuracy

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
D. 100% of Students have access to and are enrolled in a broad course of study (Social Science, Science, Health, PE, VAPA, World Language).	<p>B. 100% of students will have standards-aligned instructional materials.</p> <p>C. School will pass the school safety evaluation with 80% accuracy</p> <p>D. 100% of Students have access to and are enrolled in a broad course of study (Social Science, Science, Health, PE, VAPA, World Language)</p>	<p>permits as needed to complete their certification.</p> <p>B. 100% of students have standards-aligned instructional materials.</p> <p>C. School continued to pass the school safety evaluation with 80% or better accuracy.</p> <p>D. 100% of Students have access to and are enrolled in a broad course of study (Social Science, Science, Health, PE, VAPA, World Language)</p>	D. Met: 100% of Students have access to and are enrolled in a broad course of study (Social Science, Science, Health, PE, VAPA, World Language).		D. 100% of Students have access to and are enrolled in a broad course of study (Social Science, Science, Health, PE, VAPA, World Language).

## 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 were missing any items have completed waivers, taken additional coursework for certification. Teachers with new credentials, will be sponsored through the induction program after a minimum hours/years teaching and with SCALE.	\$3,904,805.56	No

Action #	Title	Description	Total Funds	Contributing
1.2	Standards aligned curriculum	Providing digital access to all students enrolled through Acellus, Renaissance learning. Provided all students at their request physical copies of school materials. Provided all families as their request Wi-Fi Access and computers.	\$396,873.81	No
1.3	Safety Compliance	Maintained full compliance at business facilities including repairs. We supplied cleaning, screening, sanitation supplies. Followed and maintained required compliance for staffing under the CDC and CDE in our safety planning for COVID. All staff participated in School Safety training through Vector Solutions as well as participated in CPR and First Aid Solutions.	\$75,624.56	No
1.4	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.	\$2,377,235.56	No
1.5	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.	\$3,760,484.56	No

## Goal Analysis [2022-23]

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

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

SLA EAST will continue to maintain certified staff and hire new employees who are either completing a program or are certificated. All students have standards aligned curriculum as well as access to a broad course of study. Safety will always remain a top priority at all school, ensuring our facilities remain in top repair.

A. Teacher certifications and credentialing requirements were reviewed according to the CTC updated requirements and teachers were appropriately assigned.

B. All students have access to standards aligned instructional material. All teacher led instruction is based on the standards aligned curriculum for all students. Teachers continue to adhere to standards based assessments to help assist students with direct instruction. B2. Students are provided access to all assigned resources for standard aligned curriculum. Resources provided may include various digital platforms, consumable work distribution, and assessment platform access. Students were surveyed, the 10% who had a need of internet or devices gained access through SCALE partnership. This is a requirement for enrolling in a virtual environment. Counselors create an educational path for all students. The course schedule will include all core subjects and advisory, PE, electives, health, etc. per grade level state requirements.

Actions for ELL: Students are assessed as required each year. Supplemental materials and lessons to help students by grade cohort to progress towards ELL goals and standards.

Actions for Foster Youth: Students have individual learning paths created. Access for students to all curriculum resources is provided.

Actions for individual exceptional needs: Students are provided resources as identified as a need through assessment and IEP reviews.

C. Our facilities are in compliance and pass the school safety evaluation with at least 80% accuracy and assurance each year. C2. Facilities are assessed regularly. Regular maintenance is complete for all needs within compliance requirements for safety and building structure.

There were no substantive differences in planned actions and actual implementation of these actions.

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

The material differences were necessary due to an increase in our population of students with special, exceptional, and or extraordinary needs.

An explanation of how effective the specific actions were in making progress toward the goal.

This a maintenance goal and the specific actions were effective and we expect our systems around these priorities to continuously be effective. We are committed to cycles of continuous improvement, that are monitored and adjusted as necessary.



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

There are no pending changes.

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

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

LEA has selected this focus goal, as our baseline data indicates we fully meet most of the requirements at full implementation, however, we acknowledge a gap in access for some of our EL learners.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>A. 100% of SLA teachers will be trained to implement all CA standards including how EL's will access the CCSS and ELD standards.</p> <p>B. 95% of English Learners enrolled in the EL Support Hybrid Program with a 15 - 18% increase in engagement each year for the next three years.</p>	<p>A. 100% of SLA teachers were trained to implement all CA standards including how EL's will access the CCSS and ELD standards.</p> <p>B. 0% were enrolled, as the Hybrid course was not yet implemented. During the 19-20 school year we did not offer the EL online course. SDAIE strategies were embedded in the curriculum with</p>	<p>SCALE Leadership Academy East has met this focus goal.</p> <p>A. 100% of SLA teachers are trained to implement all CA standards including how EL's will access the CCSS and ELD standards.</p> <p>B. We have at least 95% of English Learners enrolled in the EL Support Hybrid Program with a 15 - 18% increase in</p>	<p>SCALE Leadership Academy East has met this focus goal.</p> <p>A. Met: 100% of SLA teachers were trained to implement all CA standards including how EL's will access the CCSS and ELD standards</p> <p>B. Met 100% of students were enrolled and notified of enrollment, 41% of enrolled students were actively engaged</p>		<p>A. 100% of SLA teachers will be trained to implement all CA standards including how EL's will access the CCSS and ELD standards.</p> <p>B. 95% of English Learners enrolled in the EL Support Hybrid Program with a 45 - 54% of high and effective engagement.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	support from teachers and staff.	engagement compared to last year.	in the EL Support Hybrid Program		

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	ELL Teaching Resources	We have implemented an added specific coordinator and a group of teachers who work to plan curriculum for ELD standards to help provide the additional instruction to assist the general educational instruction to cover this need in collaboration.	\$182,849.56	Yes
2.2	ELL Professional Developments	Professional development workshops focused on the standards and the needs of ELs, aligning the SLA curriculum with the standards and providing ongoing support for teachers to differentiate instruction and scaffold learning for ELs. Collaboration, ongoing support, and a focus on language development instruction will help teachers effectively implement the standards and ensure ELs can access them, promoting their academic success.	\$76,506.56	Yes
2.3	Data Analysis and Monitoring	Data analysis and monitoring involve the systematic collection, analysis, and interpretation of data to inform decision-making and track progress towards goals in education for EL students. It helps SCALE identify trends, disparities, and areas for improvement, enabling targeted interventions and resource allocation. By utilizing data effectively, we can make informed decisions, evaluate interventions, and continuously improve educational outcomes.	\$41,965.28	Yes

## Goal Analysis [2022-23]

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

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

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

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

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

Furthermore, SLA East provided additional support services such as after-school tutoring and academic coaching to help students with homework, projects, and test preparation. With the dedicated English Language Development teacher providing direct instruction, English learners received the support and resources needed to access the academic content standards and succeed academically and socially.

There were no substantive differences in planned actions and actual implementation of these actions except in acquiring a better curriculum to fit our needs.

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

There were no material differences.

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 2 was met. This focused goal, as our baseline data indicates, we fully meet most of the requirements at full implementation. However, we acknowledge a gap in access for some of our EL learners.

We produced our desired result by implementing a comprehensive language acquisition program that incorporated evidence-based instructional strategies tailored to the needs of English learners. The use of Acellus and Rosetta Stone in our EL Support/Hybrid Program played a crucial role in this accomplishment. Over the past year, our students have made significant progress in listening, speaking, reading, and writing. Our younger students (TK-3) benefited from daily sessions with their teacher within Acellus, receiving additional support and scaffolding. Similarly, our older students (6-12) demonstrated impressive independence and engagement, dedicating approximately 2-3 hours per week to Rosetta Stone. Through regular progress monitoring and support, we have observed measurable gains in all four language domains, validating our program's effectiveness and our teachers' capability to execute and fulfill the necessary tasks to assist our population of students.

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

By reflecting on our prior practice and making these improvements to our planned goal and actions for the coming year, we are confident that we will further enhance the efficacy of our program and continue to support our English learners in achieving their language proficiency and academic goals.

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

As a result of reflection we will be adding more professional developments for ELL learners and increased data analysis.

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

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

LEA has selected this focus goal, as our baseline data indicates we fully satisfy most of the metrics at full implementation, however, we acknowledge a gap in access for some of our EL learners and achievement data.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>A. 50% of all students will score Level 3 or higher on CAASPP exams in ELA &amp; Math OR score Level 3 in ELA or Math AND demonstrate a 5% growth rate in the subject where proficiency wasn't met. 50% of all students scoring below Level 3 in ELA and math will demonstrate a 5% growth rate.</p> <p>B. 35% of high-school students will have</p>	<p>A. We have no data at this time from CAASPP assessments. We will attain this data next year.</p> <p>B. At least 35% of high school students have completed A-G courses and requirements. Added CTE pathways will be added as a goal implementation.</p> <p>C. 50% of ELs will progress at least one English Learner</p>	<p>A. SCALE Leadership Academy East has met most of the items for this focus goal. We are working on A,B,D,E.</p> <p>A. We have no data at this time from CAASPP assessments. We will attain this data next year.</p> <p>B. We did not meet 35% of high school students have completed A-G courses and</p>	<p>A. Not Met 50% of all students will score Level 3 or higher on CAASPP exams in ELA &amp; Math OR score Level 3 in ELA or Math AND demonstrate a 5% growth rate in the subject where proficiency wasn't met. 50% of all students scoring below Level 3 in ELA and math will demonstrate a 5% growth rate.</p>		<p>A. 50% of all students will score Level 3 or higher on CAASPP exams in ELA &amp; Math OR score Level 3 in ELA or Math AND demonstrate a 5% growth rate in the subject where proficiency wasn't met. 50% of all students scoring below Level 3 in ELA and math will demonstrate a 5% growth rate.</p> <p>B. At least 50% of high-school students</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>successfully completed A-G requirements or CTE Pathways.</p> <p>C. 50% of ELs will progress at least one English Learner Progress Indicator (ELPI) level or maintain ELPI Level 4.</p> <p>D. 50% of pupils that take AP exams will pass with a score of 3 or higher.</p> <p>E. 25% of EL pupils will be designated as Fluent-English Proficient from the prior census.</p> <p>F. 80% of pupils who participate in, and demonstrate college preparedness path, the Early Assessment Program, or any subsequent assessment of college preparedness.</p> <p>G. 100% of all high school students will be</p>	<p>Progress Indicator (ELPI) level or maintain ELPI Level 4. The added ELL supplementary resources and training will be provided by our general education educators with oversight from an EL cohort team.</p> <p>D. We did not achieve 50% participation of pupils that take AP exams will pass with a score of 3 or higher. Students will work with their teachers to help prepare for test taking strategies and exam reference points.</p> <p>E. 22% of EL pupils (that we tested) were designated as Fluent-English Proficient.</p> <p>F. We did not achieve 80% of pupils to participate in, and demonstrate college preparedness pursuant to, the Early</p>	<p>requirements. Added CTE pathways for all students 6-12 grade. We found in error of how data was being inputted and showing a lower percentage than our goal.</p> <p>C. 50% of ELs will progress at least one English Learner Progress Indicator (ELPI) level or maintain ELPI Level 4. The added ELL supplementary resources and training will be provided by our general education educators with oversight from an EL cohort team. COVID did effect the testing data.</p> <p>D. We did not achieve 50% participation of pupils that take AP exams will pass with a score of 3 or higher. Students will work with their teachers to help prepare for test taking strategies and</p>	<p>B. Not Met 35% of high-school students will have successfully completed A-G requirements or CTE Pathways.</p> <p>C. Not Met- 50% of ELs will progress at least one English Learner Progress Indicator (ELPI) level or maintain ELPI Level 4.</p> <p>D. Met 50% of pupils that take AP exams will pass with a score of 3 or higher.</p> <p>E. Not met -25% of EL pupils will redesignate as English Proficient from the prior census.</p> <p>F. Not Met 80% of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.</p>		<p>will have successfully completed A-G requirements or CTE Pathways.</p> <p>C. 50% of ELLs will progress at least one English Learner Progress Indicator (ELPI) level or maintain ELPI Level 4. The added ELL supplementary resources and training will be provided by our general education educators with oversight from an EL cohort team.</p> <p>D. 50% of pupils that take AP exams will pass with a score of 3 or higher. Students will work with their teachers to help prepare for test taking strategies and exam reference points.</p> <p>E. 25% of EL pupils (that we tested) will be designated as Fluent-English Proficient.</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>offered A-G approved course.</p> <p>H. 100% of all high school students will be offered Concurrent / Dual Enrollment opportunities.</p> <p>I. School will advertise and make available Golden State Merit Diploma and other specialized/personalized options.</p> <p>J. 90% of students grades K/TK - 6 will demonstrate proficiency in English, Mathematics, Social sciences, Science, Visual and performing arts (VAPA), Health and Physical education (PE) courses.</p> <p>K. 90% of students grades 7 - 8 will demonstrate proficiency in English, Mathematics, Social sciences, Science, Visual and performing</p>	<p>Assessment Program, or any subsequent assessment of college preparedness. Students and teachers will work together on this pursuit.</p> <p>G. 100% of all high school students are offered A-G approved course, this will be offered through our counseling team and students as they enroll.</p> <p>H. 100% of all high school students are offered Concurrent / Dual Enrollment opportunities, this will be completed by through our counseling team as students are enrolled.</p> <p>I. School has and will advertise and make available Golden State Merit Diploma and other specialized/personalized options.</p>	<p>exam reference points.</p> <p>E. We did not meet this goal of EL pupils (that we tested) were designated as Fluent-English Proficient.</p> <p>F. We did not achieve 80% of pupils to participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness. Students and teachers will work together on this pursuit.</p> <p>G. 100% of all high school students are offered A-G approved course, this will be offered through our counseling team and students as they enroll.</p> <p>H. 100% of all high school students are offered Concurrent /</p>	<p>G. Met 100% of all high school students will be offered A-G approved course.</p> <p>H. Met 100% of all high school students will be offered Concurrent / Dual Enrollment opportunities.</p> <p>I. Met School will advertise and make available Golden State Merit Diploma and other specialized/personalized options.</p> <p>J. Met 90% of students grades K/TK - 6 will demonstrate proficiency in English, Mathematics, Social sciences, Science, Visual and performing arts (VAPA), Health and Physical education (PE) courses.</p> <p>K. Met 90% of students grades 7 - 8 will demonstrate</p>		<p>F. 80% of pupils to participate in, and demonstrate college preparedness pursuant path, the Early Assessment Program, or any subsequent assessment of college preparedness. Students and teachers will work together on this pursuit.</p> <p>G. 100% of all high school students will be offered A-G approved course, this will be offered through our counseling team and students as they enroll.</p> <p>H. 100% of all high school students will be offered Concurrent / Dual Enrollment opportunities, this will be completed by through our counseling team as students are enrolled.</p> <p>I. School will advertise and make available</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>arts (VAPA), Health and Physical education (PE) courses.</p>	<p>J. 90% of students grades K/TK - 6 will demonstrate proficiency in English, Mathematics, Social sciences, Science, Visual and performing arts (VAPA), Health and Physical education (PE) courses, students will be assessed throughout the year in CCSS aligned coursework.</p> <p>K. 90% of students grades 7 - 8 will demonstrate proficiency in English, Mathematics, Social sciences, Science, Visual and performing arts (VAPA), Health and Physical education (PE) courses, students will be assessed throughout the year in the CCSS aligned coursework.</p>	<p>Dual Enrollment opportunities, this will be completed by through our counseling team as students are enrolled.</p> <p>I. School has and will advertise and make available Golden State Merit Diploma and other specialized/personalized options.</p> <p>J. 90% of students grades K/TK - 6 will demonstrate proficiency in English, Mathematics, Social sciences, Science, Visual and performing arts (VAPA), Health and Physical education (PE) courses, students will be assessed throughout the year in CCSS aligned coursework.</p> <p>K. 90% of students grades 7 - 8 will demonstrate proficiency in English,</p>	<p>proficiency in English, Mathematics, Social sciences, Science, Visual and performing arts (VAPA), Health and Physical education (PE) courses. "</p>		<p>Golden State Merit Diploma and other specialized/personalized options.</p> <p>J. 90% of students grades K/TK - 6 will demonstrate proficiency in English, Mathematics, Social sciences, Science, Visual and performing arts (VAPA), Health and Physical education (PE) courses, students will be assessed throughout the year in CCSS aligned coursework.</p> <p>K. 90% of students grades 7 - 8 will demonstrate proficiency in English, Mathematics, Social sciences, Science, Visual and performing arts (VAPA), Health and Physical education (PE) courses, students will be assessed throughout the year in</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Mathematics, Social sciences, Science, Visual and performing arts (VAPA), Health and Physical education (PE) courses, students will be assessed throughout the year in the CCSS aligned coursework.			the CCSS aligned coursework.

## 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.	\$1,271,374.56	No
3.2	A-G, career and college readiness, CTE, dual-enrollment, etc. course pathways.	Counseling staff will complete appropriate high school pathway with students and families.	\$266,829.56	No
3.3	Multi-Tiered Systems of Supports (MTSS)	Provide differentiated Multi-Tiered Systems of Support (MTSS) targeting the specific needs of low-income, African American, Homeless, and English learner students for improved achievement. Teachers will receive professional development to meet the needs of specified students.	\$131,061.56	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Instructional technology and strategies	A variety of instructional strategies and technology resources to enhance learning outcomes for all students, including hands-on and project-based learning opportunities for all students that include UDL, CTE, and College Career standards as well as core academic standards.	\$80,655.56	No
3.5	Reading and Math Interventions	Adopt and implement common reading and mathematics intervention programs to support student learning.	\$78,074.61	No
3.6	College and Career Readiness Support	College and career counseling services tailored to our unduplicated populations including African American and Homeless student groups will be provided, partnerships with higher education institutions and industry organizations will be established, and specific programs or pathways will be developed to support student group exploration and pursuit of higher education or career opportunities	\$154,205.56	Yes

## Goal Analysis [2022-23]

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

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

A. SLA East implemented strategies and initiatives to evaluate student success and growth in ELA and Math. This included data dives, preparatory courses, and Career Technical Education (CTE) pathways. The goal was to achieve Level 3 or higher on CAASPP exams or a 5% growth rate in subjects where proficiency was not initially met.

B. The goal of increasing the completion of A-G requirements or CTE pathways was supported by individual counseling sessions, graduation plan assessment, personalized guidance, and monitoring. Counselors met with high school students to review graduation plans and ensure they were on track to fulfill requirements.

C. SLA East implemented a language acquisition program using Acellus and Rosetta Stone to support English learners (ELs). Progress monitoring and support were provided, resulting in significant improvements in listening, speaking, reading, and writing skills.

D. No students enrolled for AP exams in 2022-2023, but there are promising signs for future participation as students embrace college preparation opportunities.

E. A comprehensive language acquisition program using Acellus and Rosetta Stone was implemented to designate 25% of EL pupils as Fluent-English Proficient. Progress was observed in all language domains, showcasing the effectiveness of the program.

F. The goal of increasing college preparedness participation and demonstration is crucial. Identifying barriers, addressing disparities, implementing AVID, increasing awareness and access, and continuous assessment and monitoring are key strategies to bridge the gap.

G. All high school students at SLA East are made aware of the A-G diploma through the registration process, counselor guidance, and conferences with students and parents.

H. Concurrent and dual enrollment opportunities are offered to high school students, with counselors explaining how they can earn extra credits and an early graduation option through college-level courses.

I. The availability of the Golden Merit Diploma is promoted by 12th grade teachers, counselors, and administrative staff through various communication channels.

J. K-6th grade students at SLA East show 90% proficiency in all curricular subjects through grade-level appropriate curriculum, teacher monitoring, regular assessments, and customized support for SPED students.

K. 7-8th grade students at SLA East show 90% proficiency in all curricular subjects through grade-level appropriate curriculum, teacher monitoring, regular assessments, and customized support for SPED students.

Overall, SLA East has implemented various strategies and initiatives to support student success, academic achievement, language acquisition, college preparedness, and proficiency in curricular subjects. These efforts demonstrate the school's commitment to meeting the specific goals outlined for each metric.

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 are no material differences

An explanation of how effective the specific actions were in making progress toward the goal.

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

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

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

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

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

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

**Individual Counseling Sessions:** Individual counseling sessions have been particularly effective in supporting low-performing African American students, transient students, and those with credit deficiencies. Counselors establish rapport and develop a deeper understanding of the student's circumstances, challenges, and aspirations by engaging in one-on-one conversations. This personalized approach allows

counselors to address the specific needs of each student, offering tailored guidance that considers their individual circumstances, academic gaps, and potential barriers to completion. By fostering a supportive and trusting relationship, counselors empower students to take ownership of their education and make informed decisions regarding A-G requirements or CTE pathways.

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

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

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

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

By implementing these actions, with the specific considerations for the student population, year 2 of CTE pathway implementation, and the limited duration of student presence in high school, the efficacy of the goal analysis process is enhanced. Through individual counseling sessions, personalized guidance, continuous monitoring, collaborative partnerships, and resources, counselors can support low-performing African American students, transient students, and those with credit deficiencies in completing A-G requirements or engaging in CTE

pathways. These efforts promote educational equity, empower students to make informed choices, and increase the likelihood of achieving the desired completion rates within the given constraints.

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

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

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

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

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

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

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

E. The actions taken by SLA East to implement a comprehensive language acquisition program for English Learner (EL) pupils have shown promising signs of efficacy. While the final data to determine the attainment of the 25% Fluent-English Proficient reflects that we did not meet



the metric, the observed progress and the strategies employed provide a strong foundation for evaluating the effectiveness of the actions taken.

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

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

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

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

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

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

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

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

#### 1. Identifying Barriers:

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

#### 2. Recognizing Disparities and Addressing Equity:

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

#### 3. Implementing AVID for Targeted Support:

The implementation of AVID provides a focused and proven strategy to increase college preparedness participation and demonstration among pupils. AVID's research-based strategies and culturally responsive practices can specifically address the unique needs and challenges faced by African American students. By providing targeted support through AVID, SCALE can equip students with the necessary skills, knowledge, and mindset to succeed in higher education. The efficacy of AVID lies in its ability to promote student engagement, academic growth, and college readiness.

#### 4. Increasing Awareness and Access:

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

#### 5. Continuous Assessment and Monitoring:

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

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

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

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

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

J. Overall the efficacy is clear in the fact that 90% of SLA East's students are demonstrating proficiency in their academic, VAPA and physical education courses. The support structures in place by SLA East for its students bolsters their academic proficiency. The adherence to State curricular standards and consistent communication with parents and students, has been showing intended proficiency results. In addition by actively looking at assessment results and adjusting instruction for students accordingly is showing a great benefit to their grades.

K. The efficacy of specific actions taken by SLA East is apparent, as shown by 90% of students are demonstrating proficiency in their academic, VAPA and physical education courses. The support structures in place by SLA East for its students bolsters their academic proficiency. The adherence to State curricular standards and consistent communication with parents and students, has been showing intended proficiency results. In addition by actively looking at assessment results and adjusting instruction for students accordingly is showing a great benefit to their grades.

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

There are no pending changes.

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

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

LEA has selected this as a broad goal. In the development of the LCAP the LEA has observed the steps of initial implementation. The variations of parental engagement and participation will continue and we will add additional opportunities to allow more engagement and collaboration.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A. 100% of parents will be solicited for input in making decisions for the school.	A. 100% of parents have been solicited for input in making decisions for the school.	SCALE Leadership Academy East has met these items for this broad goal.	SCALE Leadership Academy East has met these items for this broad goal		A. 100% of parents will be solicited for input in making decisions for the school with 50% improvement in parent participation in monthly meetings.
B. 80% of parents will participate in biannual parent teacher conferences.	B. At least 80% of parents have participated in bi-annual parent teacher conferences.	A. 100% of parents have been solicited for input in making decisions for the school.	A. Met 100% of parents will be solicited for input in making decisions for the school.		B. 90% of parents will participate in biannual parent teacher conferences.
C. 100% of parents will be solicited for parental participation in programs for individuals with	C. A small percentage of parents inquired about the solicited participation in programs for	B. At least 80% of parents have participated in bi-annual parent teacher conferences.	B. Met 80% of parents will participate in biannual parent-teacher conferences.		C. 100% of parents will be solicited for parental participation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>exceptional needs resources.</p> <p>D. 100% of parents of students of unduplicated pupils will be offered trainings linked to student learning and social-emotional development.</p> <p>E. 80% of stakeholders experience the school climate as positive and safe as indicated by annual parent, student, and staff surveys.</p>	<p>individuals with exceptional needs resources, we will be encouraging parental participation as a group for this growing population of students.</p> <p>D. A small percentage of parents of students of unduplicated pupils participated in the offered trainings linked to student learning and social-emotional development, SLA will be implementing this coming up to better assist families' needs.</p> <p>E. 80% of stakeholders experience the school climate as positive and safe as indicated by annual parent, student, and staff surveys.</p>	<p>C. 100% of parents will be solicited for parental participation in programs for individuals with exceptional needs resources.</p> <p>D. 100% of parents of students of unduplicated pupils will be offered trainings linked to student learning and social-emotional development through our services.</p> <p>E. 95% of stakeholders experience the school climate as positive and safe as indicated by annual parent, student, and staff surveys.</p>	<p>C. Met, 100% of parents, will be solicited for parental participation in programs for individuals with exceptional needs resources.</p> <p>D. Met 100% of parents of students of unduplicated pupils will be offered trainings linked to student learning and social-emotional development.</p> <p>E. Met 80% of stakeholders experience the school climate as positive and safe as indicated by annual parent, student, and staff surveys.</p>		<p>in programs for individuals with exceptional needs resources.</p> <p>D. 100% of parents of students of unduplicated pupils will be offered trainings linked to student learning and social-emotional development with at least 20% consistent participation.</p> <p>E. 80% of stakeholders experience the school climate as positive and safe as indicated by annual parent, student, and staff surveys.</p>

## 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.	\$151,981.56	No
4.2	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.	\$79,953.56	Yes

## Goal Analysis [2022-23]

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

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

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

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

The material differences were necessary due to an increase in our population of students with special, exceptional, and or extraordinary needs. This required additional outreach and training for parents.

An explanation of how effective the specific actions were in making progress toward the goal.

This is a broad goal. In the development of the LCAP, the LEA has observed the steps of initial implementation. The variations of parental engagement and participation will continue, and we will add additional opportunities to allow more engagement and collaboration.

Parental engagement and involvement in developing educational programs relevant to SLA East's stakeholders are actively promoted. The opportunities for parents to collaborate and engage with the LEA occur daily, weekly, monthly, and biannually. Due to the virtual nature of the LEA, students' credentialed teachers of record can be contacted by phone call, text, or email daily. Weekly scheduled meetings are held throughout the year. The academic progress of students is discussed along with lesson delivery are part of these meetings. Student growth status is monitored and made available to parents at this time. Monthly School Site Council meetings are held for all LEA educational partners. This important conference allows parents to ask questions and gain knowledge of the LEA major school stakeholders. These educational partners include representatives from assessment, compliance, vrending, enrollment, technology departments, and Principals.

A. The active solicitation of parents has shown efficacy in the increasing participation of parents in School Site Council meetings and general correspondence with SLA East. Their trust and comfort with the school also enhance the increase in interactions with parents.

B. Active solicitation by SLA East staff can be seen in the high percentage of parent/teacher conferences. The virtual meetings give parents great flexibility in working around their schedules. Meetings are held by phone or computer conferencing and very adaptive to parents' schedules.

C. Serving students with exceptional needs is a highly organized and structured department at SLA East. State mandates and protocols must be adhered to closely. Supplemental teaching and materials are used effectively to cater to the unique needs of these pupils. Students transitioned out of SPED in a tribute to the school successfully serving this needy student population.

D. EL, foster youth, and children of low socioeconomic status are a priority of not just SLA East but society. Counseling services, training for families, and academic EL support create positive outcomes. The efficacy is rather hard to measure, but if a family is in crisis, it is comforting to know that the support from SLA East is there.

E. The climate survey and the overall good responses speak to the positive atmosphere cultivated to increase the feelings of safety stakeholders feel. When students feel positive and secure, it directly affects their learning in a good way. SLA East can take pride in knowing students feel safe.

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

There are no pending changes





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

# Goals and Actions

## Goal

Goal #	Description
5	SLA East will continuously improve and maintain pupil engagement/achievement 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%.

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	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>A. Students will attend school at a rate of 93% or more</p> <p>B. Chronic absenteeism will be identified, addressed, and rectified in 80% of all cases.</p> <p>C. 90% of middle school students will graduate, except for those who relocate.</p> <p>D. SLA will maintain a &gt;5% drop out rate.</p>	<p>A. Students have continued attending school at a rate of 93% or more.</p> <p>B. Chronic absenteeism was not identified, addressed, and rectified in 80% of all cases. This will be enforced next year and the years to follow. We added supports to help assist all students during the pandemic in a slightly different approach than previously before.</p>	<p>SCALE Leadership Academy East has met the maintenance goal.</p> <p>A. Students have continued attending school at a rate of 93% or more.</p> <p>B. Chronic absenteeism was identified and addressed. We added supports to help assist all students during the pandemic in a slightly different approach than previously</p>	<p>A. Not Met: Students will attend school at a rate of 93% or more</p> <p>B. Not Met: Chronic absenteeism will be identified, addressed, and rectified in 80% of all cases.</p> <p>C. Met: 90% of middle school students will graduate, except those who relocate.</p> <p>D. Not Met: SLA will maintain a &gt;5% dropout rate.</p>		<p>A. Students have continued attending school at a rate of 93% or more.</p> <p>B. Chronic absenteeism will be identified, addressed, and rectified in 80% of all cases.</p> <p>C. 90% of middle school students are on a path to remain with SLA and graduate, except for those who relocate.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>E. 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.</p> <p>F. Pupil suspension rates will not exceed 10%.</p> <p>G. Pupil expulsion rates will not exceed 5%.</p> <p>H. 80% of stakeholders experience the school climate as positive and safe as indicated by annual parent, student, and staff surveys.</p>	<p>C. 90% of middle school students are on a path to remain with SLA and graduate, except for those who relocate.</p> <p>D. SLA will continue to maintain a &gt;5% drop out rate.</p> <p>E. This year we had 87% graduation success without the added implementation of CTE pathways.</p> <p>F. Pupil suspension rates continue to not exceed 10%.</p> <p>G. Pupil expulsion rates continue to not exceed 5%.</p> <p>H. 80% of stakeholders experience the school climate as positive and safe as indicated by annual parent, student, and staff survey.</p>	<p>before. We are reviewing AB130 requirements to better address any concerns and determining if independent study is the appropriate environment.</p> <p>C. 90% of middle school students are on a path to remain with SLA and graduate, except for those who relocate.</p> <p>D. SLA continues to maintain a &gt;5% drop out rate.</p> <p>E. We had 85% graduation success with enrolled seniors.</p> <p>F. Pupil suspension rates continue to not exceed 10%.</p> <p>G. Pupil expulsion rates continue to not exceed 5%.</p> <p>H. At least 80% of stakeholders experience the school</p>	<p>E. Not Met: 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.</p> <p>F. Met: Pupil suspension rates will not exceed 10%.</p> <p>G. Met: Pupil expulsion rates will not exceed 5%.</p> <p>H. Met: 80% of stakeholders experience the school climate as positive and safe, as indicated by annual parent, student, and staff surveys.</p>		<p>D. SLA will continue to maintain a &gt;5% drop out rate.</p> <p>E. Maintain at least 80% graduation success.</p> <p>F. Pupil suspension rates will continue to not exceed 10%.</p> <p>G. Pupil expulsion rates will continue to not exceed 5%.</p> <p>H. 80% of stakeholders experience the school climate as positive and safe as indicated by annual parent, student, and staff survey.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		climate as positive and safe as indicated by annual parent,			

## 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.	\$212,846.97	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.	\$236,589.56	No
5.4	Expanded Social-Emotional Support	Efforts will be made to enhance support services, including additional counseling services and contracting professionals like school psychologists or social workers, to address the specific needs of unduplicated populations, including African American and Homeless students.	\$151,381.56	Yes

Action #	Title	Description	Total Funds	Contributing
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.	\$41,965.28	No

## Goal Analysis [2022-23]

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

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

A. This goal was not met. The goal analysis for the specific metric of achieving 93% attendance for all independent virtual study students during the 21-22 school year amid the COVID-19 pandemic requires careful consideration of the unique challenges faced by independent virtual study students. Here's an analysis of the goal:

**Importance of Attendance:** Attendance is essential for independent virtual study students as it ensures their active participation in learning, engagement with course materials, and regular interaction with instructors. Regular attendance supports academic progress and the achievement of learning goals.

**Impact of COVID-19:** The COVID-19 pandemic necessitated a shift to independent virtual study to deliver education 100% remotely without community partners' access. Independent virtual study provided flexibility but presented challenges such as self-discipline, time management, and limited social interaction, which affected attendance rates.

**Addressing Barriers:** Achieving the goal of 93% or more students attending school required identifying and addressing barriers specific to independent virtual study students. These barriers may include distractions at home, lack of structured schedules, technology access issues, limited support systems, and difficulties in self-motivation.

**Promoting Engagement:** We aimed to promote active engagement among independent virtual study students to improve attendance. Strategies included designing interactive and engaging online learning materials, incorporating multimedia resources, facilitating virtual discussions and collaborative projects, and providing opportunities for peer interaction.

**Communication and Support:** Effective communication between instructors, students, and families was crucial in maintaining attendance. Clear guidelines and expectations regarding attendance requirements, deadlines, and virtual class schedules were communicated. Ongoing support, including timely feedback, virtual office hours, and technical assistance, was provided to students.

**Monitoring and Intervention:** We implemented attendance monitoring systems tailored to independent virtual study students. Regular check-ins, virtual meetings, and progress-tracking mechanisms were used to monitor attendance and identify students at risk of low attendance. Early interventions were implemented as needed, such as targeted support for non-engaged students, additional resources, or individualized check-ins.

**Personalized Support:** Recognizing the unique challenges faced by independent virtual study students, personalized support strategies were employed. This may include one-on-one virtual meetings with instructors, academic coaching (tutoring, goal-setting sessions, and individualized attendance improvement plans tailored to each student's needs.

**Data Analysis and Reflection:** Analyze attendance data. Data analysis helped identify attendance trends, patterns, and areas requiring improvement. Regular reflection on the data facilitated informed decision-making, allowing schools to adjust strategies and interventions as necessary.

**Collaboration and Partnerships:** Collaboration between instructors, support staff, and families was essential in supporting attendance for independent virtual study students. Collaboration allowed for sharing of best practices, resources, and strategies to overcome attendance challenges. Partnerships with community organizations or online learning platforms were established to enhance support and engagement opportunities.

Focusing on these aspects during the 21-22 school year, we aimed to increase attendance rates by 78% for independent virtual study students to meet all students attending school at 93% or more, although the goal still needs to be met. Strategies were implemented to address the unique challenges faced by these students and foster their active engagement in the virtual learning environment.

B. The goal analysis for the specific metric of addressing chronic absenteeism in 80% of all cases is crucial to ensure students' regular attendance and reduce the negative impact of absenteeism on their academic progress. However, the current metric indicates that the goal still needs to be met despite implementing low-engagement strategies and sending truancy notices to identified students.

We understand that to carry out the goal effectively, it is essential to implement comprehensive strategies beyond low-engagement approaches. While low-engagement strategies can be a starting point, more is needed to address the underlying causes of chronic absenteeism. Therefore, additional steps were taken to improve student attendance rates and rectify chronic absenteeism.

One critical aspect that needs to be improved with our current approach is the direct engagement with students and parents to address and rectify chronic absenteeism. Sending truancy notices may not be enough to address the root causes of absenteeism. Establishing meaningful communication channels with students and their parents is essential to understand the reasons for their absences, providing necessary support, and developing tailored strategies to improve attendance.

To achieve the desired goal of addressing chronic absenteeism in 80% of all cases, the following actions were considered and implemented inconsistently during the 21-22 school year:

1. Individual Student Support:

We implemented a systematic approach where students with chronic absenteeism are identified and provided with individualized support. This involved conducting one-on-one meetings with students and their parents/guardians to understand the underlying reasons for their absences. By identifying the barriers to attendance, we developed personalized interventions and strategies to address each student's specific needs.

2. Parent and Family Engagement:

We engaged parents and families in the process of addressing chronic absenteeism. For example, we conducted regular parent-teacher meetings or conferences to discuss attendance concerns and collaborate on developing strategies to improve attendance. In addition, we provided resources and information to parents on the importance of regular attendance and the potential consequences of chronic absenteeism. Encouraging parental involvement can significantly impact students' attendance and create a support system to address attendance challenges.

3. Early Intervention and Prevention:

We implement early intervention measures to identify students at risk of truancy and provide necessary support before the problem escalates. For example, we developed a system for tracking and monitoring attendance patterns to identify students heading toward chronic absenteeism. Then, we intervened by assigning a teacher to support these students, providing additional resources or tutoring, or connecting them with relevant support services within the school.

4. Collaborative Partnerships:

We partnered with community organizations and other educational partners to address the underlying factors contributing to chronic absenteeism. Collaborative efforts can provide additional resources, counseling services, or mentoring programs that support students and families in overcoming barriers to regular attendance.

5. Data Analysis and Evaluation:

Regularly analyze attendance data to monitor progress, identify trends, and assess the effectiveness of interventions.

By implementing these actions and ensuring a holistic approach to addressing chronic absenteeism, we increased our chances of meeting the goal of identifying, addressing, and rectifying chronic absenteeism in 80% of all cases. It requires proactive measures, personalized support, and strong collaboration between school staff, students, parents, and community partners to create a positive attendance culture and improve student attendance rates.

C. The goal analysis for the specific metric of middle school graduation indicates that 100% of middle school students successfully graduated, except those who relocated. This achievement surpasses the initial goal of 90% graduation rate.

### Importance of Middle School Graduation:

Middle school graduation marks a significant milestone in a student's academic journey, setting the foundation for their future educational pursuits. Graduating from middle school signifies that students have completed the requirements and are prepared to transition to high school. Ensuring a high graduation rate is crucial to promote students' academic success and keep them on track toward their educational goals.

Although the goal was exceeded, there is always room for continuous improvement. Ongoing evaluation and analysis of data, student feedback, and education partners' input can inform future strategies to enhance the graduation rate and support students' success throughout their middle school years.

By implementing these strategies and maintaining a strong focus on student success, we can continue to exceed the goal of middle school graduation, providing students with a solid foundation for their educational journey.

D. The goal analysis for maintaining a dropout rate of less than 5% is essential to ensure that students at SLA stay engaged in their education and complete their studies. However, the current metric indicates that the goal was not met, with a dropout rate of 14%. Several factors contributed to this outcome, including the impact of COVID-19 and challenges related to students needing a known location to exit the program with the correct exit code.

The COVID-19 pandemic presented unprecedented challenges to the educational system, including SLA. COVID-19 had a significant impact on students who were already in a virtual environment, exacerbating some existing challenges and introducing new ones such as Increased Isolation, Technical Challenges, Lack of Structure and Routine, Limited Support Systems, Emotional Well-being, Home Environment, and Adapting to New Technologies and Platforms

Additionally, the issue of students being misplaced without a known location to exit the program with the correct exit code is another significant factor that impacted the dropout rate. When students' whereabouts are unknown or do not receive the appropriate exit code, it becomes challenging to track their educational progress and provide the necessary support. Lack of accurate data and follow-up procedures may hinder efforts to identify at-risk students, implement interventions, and prevent dropouts effectively.

E. The goal analysis for the specific metric of 90% of high school students graduating within a 4th or 5th-year cohort or matriculating into a GED, Credit Recovery, or CTE/Vocational Program focused on ensuring student success and providing alternative pathways to graduation. The goal was to achieve a graduation rate or successful transition exceeding 85.1%. Efforts were made to achieve the goal by implementing various strategies to support students in meeting graduation requirements. However, despite these efforts, the goal of exceeding 85.1% was not fully achieved. The following actions were taken to work towards the goal:

Addressing High Transient Population: We were aware of the challenges faced by our high transient population of students. To support these students who frequently moved between schools, we implemented measures to ensure continuity in their education and minimize disruptions



to their academic progress. Our dedicated counselors meticulously reviewed the transcripts of these students, guaranteeing that they were placed correctly in courses that aligned with their pursuit of a high school diploma. Additionally, we provided guidance and assistance in enrolling these students in GED programs if appropriate, and we also offered opportunities for them to explore and enroll in CTE courses that aligned with their interests and career pathways.

**Impact of COVID-19:** The COVID-19 pandemic significantly impacted students' educational experiences and may have contributed to the challenge of meeting the desired graduation rate. We implemented remote learning strategies, provided technological resources, and offered support services to help students navigate the challenges of online education.

**Alternative Graduation Plans:** Recognizing that not all students would follow the traditional four-year graduation path, alternative graduation plans were developed and offered to students to assist with meeting the goal of 90% of high school students graduating within a 4th or 5th-year cohort or matriculating into a GED, Credit Recovery, or CTE/Vocational Program. These plans included credit recovery initiatives and CTE/Vocational programs to provide alternative pathways to graduation based on individual student needs and interests.

Despite efforts to support students and provide alternative pathways, various factors may have influenced the inability to meet the 90% goal. These factors include the complex nature of student mobility and the disruptive effects of the COVID-19 pandemic on academic progress.

F. The goal analysis for the specific metric of pupil suspension rates not exceeding 10% in our virtual school focused on implementing a comprehensive range of strategies to promote positive student behavior, resolve conflicts, provide counseling and support services, and leverage community partnerships and at-home support. The goal was successfully achieved through the collaborative efforts of these strategies.

1. **Positive Behavior Support:** The virtual school implemented a positive behavior support framework emphasizing proactive measures to prevent disciplinary issues. This involved promoting a positive and inclusive school culture, setting clear expectations for behavior, recognizing and reinforcing positive behaviors, and providing students with the necessary tools and resources to make responsible choices.

2. **Conflict Resolution and Mediation:** SCALE Leadership Academy established conflict resolution and mediation strategies to address conflicts that may arise among students. Counselors facilitated constructive conversations and guided to help students to resolve conflicts peacefully and find mutually acceptable solutions.

3. **Counseling and Support Services:** SCALE Leadership Academy East recognized the importance of addressing students' social-emotional needs and providing support services. As a result, qualified counselors were available to students, offering guidance, interventions, and resources to help them navigate challenges and develop healthy coping mechanisms.

4. **Community Partners:** Collaborative partnerships were formed with community organizations, such as youth centers, mentoring programs, or sport training programs. These partnerships provided additional support, resources, and expertise to address behavioral concerns, offer mentoring opportunities, and promote positive engagement among students.

5. At-Home Support: SCALE Leadership Academy East actively involved parents and guardians in supporting positive behavior at home. Regular communication was established with families to provide guidance, share strategies for creating a conducive learning environment, and promote consistency between home and school expectations.

By implementing these strategies, SCALE Leadership Academy East aimed to maintain a positive and conducive learning environment, resulting in pupil suspension rates within the 10% threshold. In addition, focusing on preventive measures and providing support services contributed to the overall success of managing student behavior and minimizing disciplinary incidents.

It is important to note that the virtual school context inherently differs from traditional brick-and-mortar settings, and disciplinary challenges may manifest differently. Nevertheless, the goal of maintaining pupil suspension rates below 10% was effectively addressed within the unique parameters of the virtual school, ensuring a safe and supportive learning environment for all students.

G. In the 22-23 school year, the goal of maintaining pupil expulsion rates below 5% was successfully achieved. Various strategies and interventions were implemented to address student behavior, promote a positive school climate, and prevent the need for expulsion. These efforts resulted in the following actions being taken to carry out the goal:

1. Positive Behavior Support: We prioritized implementing positive behavior support strategies. Positive behaviors were consistently recognized and reinforced, and clear expectations for student conduct were established. We aimed to minimize behaviors that could lead to expulsion by emphasizing positive reinforcement and proactive approaches.
2. Conflict Resolution and Mediation: Conflict resolution and mediation strategies were employed to address student conflicts and disputes. Counselors facilitated dialogue and provided mediation services to help students resolve their disagreements peacefully. By promoting effective communication and problem-solving skills, the school aimed to prevent situations from escalating to the point of expulsion.
3. Counseling and Support Services: Comprehensive counseling and support services were established for students facing behavioral challenges or personal difficulties. School counselors and other support staff were available to work closely with students, providing guidance and connecting them with appropriate resources. By addressing underlying issues and offering necessary support, we aimed to intervene before behaviors led to expulsion.
4. Collaboration with Community Partners: SCALE collaborated with community organizations and partners to enhance student support services. Community-based programs, mentoring initiatives, and external resources were leveraged to provide additional interventions for students at risk of expulsion. By tapping into community expertise and resources, the school aimed to provide comprehensive support to students in need.
5. Parent and Family Engagement: Active involvement and engagement of parents and families significantly prevented expulsions. Our teachers fostered strong partnerships with parents, ensuring regular communication channels to enhance parent understanding and

involvement. By working collaboratively with parents, SCALE aimed to address behavioral issues early on and implement effective interventions.

Through the collective implementation of these strategies, SCALE Leadership Academy East successfully maintained pupil expulsion rates below 5% in the 22-23 school year. Emphasizing positive behavior support, conflict resolution, counseling services, community partnerships, and parent engagement contributed to the achievement of this goal. Ongoing evaluation and refinement of these strategies will be essential to sustaining low expulsion rates and fostering a safe and inclusive learning environment for all students.

H. The goal analysis for the specific metric of 80% of education partners experiencing the school climate as positive and safe, as indicated by annual parent, student, and staff surveys, focused on creating a positive virtual learning environment and ensuring the well-being of all education partners.

To carry out this goal, the SCALE Leadership Academy East implemented various strategies to foster a positive and safe school climate. These strategies included:

1. **Regular Communication:** SCALE prioritized regular communication with parents, students, and staff to address any concerns, provide updates, and maintain transparency. This helped to build trust and a sense of community within the virtual school environment.
2. **Supportive Virtual Platforms:** SCALE utilized user-friendly and secure virtual platforms for online learning, ensuring that students and staff could navigate the digital space comfortably and safely. Technical support was provided to address any issues that arose during virtual interactions.
3. **Social-Emotional Learning (SEL) Initiatives:** SCALE implemented SEL programs and activities to promote emotional well-being, resilience, and positive relationships among students. These initiatives aimed to create a supportive and inclusive virtual learning environment.
4. **Professional Development:** Staff members received professional development opportunities focused on creating a positive and safe online learning environment. They were trained in strategies to promote positive behavior, manage conflicts, and address the social-emotional needs of students in a virtual setting.
5. **Parent and Community Engagement:** SCALE actively engaged parents and community partners in the virtual learning process. Regular parent meetings and involvement in decision-making processes were encouraged to ensure their voices were heard and valued.

By implementing these strategies, the SCALE Leadership Academy East aimed to create a positive and safe school climate for all education partners. Through annual parent, student, and staff surveys, feedback was collected to assess the perception of the school climate and make necessary improvements.

Continuous evaluation of the survey data, along with ongoing assessment and improvement of the strategies implemented, will help the SCALE further enhance the school climate and ensure a positive and safe virtual learning environment for all education partners.

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 are no material differences.

An explanation of how effective the specific actions were in making progress toward the goal.

A. The efficacy of the actions described in the analysis can be evaluated based on their potential to address the challenges faced by independent virtual study students and improve attendance rates.

**Importance of Attendance:** Recognizing the importance of attendance for independent virtual study students is essential, as it emphasizes its role in active participation, engagement with course materials, and regular interaction with instructors. By emphasizing the value of attendance, students are more likely to understand its significance and prioritize their engagement. **Impact of COVID-19:** Acknowledging the impact of the COVID-19 pandemic on independent virtual study students is crucial for developing effective strategies. The analysis correctly identifies the challenges of self-discipline, time management, and limited social interaction that affect attendance rates in a remote learning environment.

**Addressing Barriers:** Identifying and addressing barriers specific to independent virtual study students is necessary to improve attendance. By recognizing distractions at home, lack of structured schedules, technology access issues, limited support systems, and difficulties in self-motivation, we can implement targeted interventions to overcome these obstacles.

**Promoting Engagement:** Designing interactive and engaging online learning materials, incorporating multimedia resources, facilitating virtual discussions and collaborative projects, and providing opportunities for peer interaction are effective strategies to enhance student engagement. Increased engagement will likely positively impact attendance rates as students are more motivated to participate in their learning.

**Communication and Support:** Effective communication between instructors, students, and families is crucial in maintaining attendance. Clear guidelines, expectations, and ongoing support, such as timely feedback, virtual office hours, and technical assistance, help students stay connected and motivated to attend their virtual classes.

**Monitoring and Intervention:** Implementing attendance monitoring systems tailored to independent virtual study students allows us to track attendance and identify students at risk of low attendance. Regular check-ins, virtual meetings, and progress-tracking mechanisms help monitor attendance and intervene early with targeted support for non-engaged students. These interventions can help improve attendance rates.

**Personalized Support:** Recognizing the unique challenges faced by independent virtual study students, personalized support strategies, such as one-on-one virtual meetings with instructors, academic coaching, and individualized attendance improvement plans, can address specific student needs and increase attendance rates. Providing tailored support helps students overcome barriers and stay engaged in their learning.

**Data Analysis and Reflection:** Collecting and analyzing attendance data specifically for independent virtual study students enables us to identify trends, patterns, and improvement areas. Regular reflection on this data facilitates informed decision-making, allowing adjustments in strategies and interventions as necessary. This iterative approach helps refine attendance improvement efforts over time.

**Collaboration and Partnerships:** Collaboration between instructors, support staff, families, and community organizations or online learning platforms is crucial in supporting attendance for independent virtual study students. Sharing best practices, resources, and strategies fosters a supportive network that enhances engagement and attendance. Partnerships with external organizations can provide additional support and engagement opportunities.

Although the described actions aimed to increase attendance rates for independent virtual study students to meet the goal of all students attending school at 93% or more, the analysis states that the goal still needs to be met. By evaluating the outcomes and adjusting the approach based on this reflection, SCALE can refine its efforts and improve attendance in future periods.

B. The efficacy of addressing chronic absenteeism in 80% of all cases can be assessed based on the actions and strategies implemented during the 21-22 school year. While the goal still needs to be fully met, it is important to recognize that efforts were made to improve student attendance rates and rectify chronic absenteeism.

#### 1. Individual Student Support:

Implementing a systematic approach to provide individualized support to students with chronic absenteeism demonstrates a proactive effort to address their specific needs. By conducting one-on-one meetings and developing personalized interventions, we showed a commitment to understanding the underlying reasons for absences and providing targeted support. This approach has the potential to impact student attendance positively.

#### 2. Parent and Family Engagement:

Engaging parents and families in addressing chronic absenteeism is crucial for success. Conducting regular meetings and conferences to discuss attendance concerns and collaboratively develop strategies indicates a commitment to involving parents. Providing resources and information to parents also highlights the importance of their role in improving student attendance. However, the effectiveness of these efforts may vary depending on the level of parent participation and engagement.

#### 3. Early Intervention and Prevention:

Implementing early intervention measures to identify at-risk students and provide necessary support demonstrates a proactive approach to addressing chronic absenteeism. Tracking attendance patterns and assigning a teacher to support these students show a commitment to

catching potential issues early and offering appropriate interventions. However, the effectiveness of these measures may depend on the accuracy of identification and the adequacy of support provided.

#### 4. Collaborative Partnerships:

Establishing partnerships with community organizations and educational partners is a valuable strategy for addressing chronic absenteeism. These partnerships can provide additional resources, counseling services, and mentoring programs to support students and families in overcoming barriers to regular attendance. However, the extent of collaboration and the resources available through these partnerships may impact the efficacy of this action.

#### 5. Data Analysis and Evaluation:

Regularly analyzing attendance data to monitor progress and evaluate the effectiveness of interventions is crucial for making informed decisions. We can adjust our approaches and make targeted interventions by using data to identify trends and assess the impact of implemented strategies. This data-driven approach is essential for continuous improvement in addressing chronic absenteeism.

Overall, while addressing chronic absenteeism in 80% of all cases still needs to be fully achieved, the actions taken demonstrate a commitment to improving student attendance rates. The efficacy of these actions can be enhanced through continuous evaluation, refinement of strategies, and strong collaboration among all education partners. It is important to recognize the progress made and use the insights gained to refine further and strengthen efforts to address chronic absenteeism in future school years.

C. The efficacy of the goal of a 90% of middle school graduation rate, except for those who relocated, can be evaluated based on several key factors:

##### 1. Attainment of the Goal:

The fact that the graduation rate reached 90% demonstrates high effectiveness in meeting the intended objective. The goal was achieved and exceeded, indicating that the strategies and interventions implemented successfully supported student progress and ensured their successful completion of middle school.

##### 2. Student Outcomes:

The ultimate measure of efficacy lies in the positive outcomes experienced by the students. Graduating from middle school prepares students for the challenges of high school and sets them on a trajectory for future academic success. By attaining a 90% graduation rate, the goal demonstrates that a significant majority of students received the necessary education and support to transition successfully to the next phase of their academic journey.

##### 3. Impact on Student Success:

A high graduation rate is essential to student success and can impact their educational and personal development. By meeting the goal, it can be inferred that students were equipped with the skills, knowledge, and support necessary to thrive academically. Graduation opens doors to higher education and provides a sense of accomplishment and confidence that can positively influence future endeavors.

#### 4. Education Partners Satisfaction:

The efficacy of the goal can also be evaluated based on the satisfaction of the education Partners involved, including students, parents, teachers, and administrators. When a school achieves a high graduation rate, it instills confidence in the community, fosters a positive school culture, and strengthens relationships between school and home. The satisfaction and support of stakeholders indicate the effectiveness of the strategies employed to reach the goal.

#### 5. Long-term Impact:

A high middle school graduation rate can potentially create a ripple effect on students' future educational outcomes. By setting a strong foundation for success in high school, students are more likely to continue their education, pursue higher education opportunities, and develop the skills necessary for career readiness. The long-term impact of achieving a 90% graduation rate can be seen in increased college enrollment rates, higher employment prospects, and overall personal growth and development.

It is important to note that while the goal of 90% graduation rate was achieved, continuous efforts should be made to sustain and improve upon this success. Regular evaluation, ongoing support systems, and collaboration among education partners will be essential to maintain high graduation rates and address emerging challenges. The efficacy of the goal lies not only in achieving the desired outcome but also in the ongoing commitment to student success and continuous improvement.

D. The efficacy of the goal to maintain a dropout rate of less than 5% at SLA can be evaluated based on the actual dropout rate and the factors that may have influenced it. Considering that the dropout rate reached 14%, it is evident that the goal was not achieved.

The high dropout rate suggests that the strategies and interventions were insufficient in preventing students from leaving the school. The impact of COVID-19 and the challenges associated with virtual learning likely contributed to the higher dropout rate. Factors such as increased isolation, technical challenges, lack of structure, limited support systems, emotional well-being, home environment, and adapting to new technologies and platforms could have played a role in students' decisions to disengage from their education.

To improve the efficacy of the goal, it is important to reassess the strategies in place and consider additional measures to address the identified challenges. This may involve implementing targeted support systems, providing resources for technological issues, enhancing social-emotional support for students, promoting a sense of community and belonging, and addressing specific needs related to the home environment.

Additionally, efforts should be made to ensure accurate tracking and reporting of student data, including proper documentation of student exits with the correct exit codes. This will help accurately assess the dropout rate and implement appropriate interventions to retain students.

Overall, the efficacy of the goal can be improved by addressing the challenges faced by students in a virtual learning environment, providing comprehensive support systems, and implementing strategies that promote student engagement, well-being, and academic success.

E. Although several strategies were employed to support students, the effectiveness of the goal analysis was impacted by distinct factors:

Supporting students who frequently move between schools can be complex. Students may come from various geographic locations and have different educational backgrounds making it difficult to provide consistent education and support. Supporting students who frequently transfer in and out of education settings can present challenges in providing continuity of education and ensuring consistent progress toward graduation. In addition, despite efforts to identify and assist these students, their mobility may have affected their ability to stay on track for graduation.

Additionally, the impact of the COVID-19 pandemic on virtual school learning environments must be considered. While virtual schools are designed to provide remote learning opportunities, the sudden and widespread shift to remote education caused by the pandemic introduced new challenges. Adapting to the increased demand for virtual learning, ensuring access to technology and internet connectivity for all students, and addressing potential learning gaps created by the disruption posed significant hurdles to achieving the desired graduation rate. As a result, SCALE had to implement new strategies to support student engagement, monitor progress, and provide timely interventions in a virtual setting.

Moreover, implementing alternative graduation plans within a virtual school was crucial to accommodating students who may not follow the traditional four-year graduation path. Providing options such as GED programs, credit recovery initiatives, and CTE/Vocational programs allowed students to pursue personalized pathways to graduation. However, the efficacy of these alternative programs in facilitating successful transitions within the virtual school context may have required additional considerations. Ensuring access to resources, providing comprehensive support services, and designing effective online learning experiences were vital elements in maximizing the success of these alternative pathways.

Considering these factors, the efficacy of achieving a graduation rate or successful transition of 90% within a virtual school setting might have faced challenges. However, it is important to recognize the ongoing efforts and commitment to supporting students and providing flexible pathways to graduation. The goal serves as a valuable framework for identifying areas of improvement and guiding future action plans specifically tailored to the virtual school environment.

To enhance the efficacy of the goal for a virtual school, it is necessary to continue addressing the challenges posed by a high transient population of students. This involves implementing effective onboarding and orientation processes for new students, providing ongoing support for students transitioning in and out of the different learning environments, and ensuring clear communication channels to address their unique needs.

Furthermore, adapting and refining strategies based on the lessons learned from the COVID-19 pandemic is crucial. This involves continuously improving the virtual learning infrastructure, providing training and professional development for teachers to deliver engaging online instruction, and leveraging technology to create interactive and collaborative learning experiences.

Moreover, ongoing evaluation and improvement of alternative graduation plans within the virtual school setting are essential. In the virtual context, we will assess the effectiveness of GED programs, credit recovery initiatives, and CTE/Vocational programs. This includes reviewing the quality and accessibility of online resources, providing comprehensive support services virtually, and leveraging technology to create meaningful experiential learning opportunities.



By continuously assessing the efficacy of the goal, implementing targeted interventions, and adapting strategies to address the unique challenges and opportunities of a virtual school, we can strive to improve graduation rates and ensure successful transitions for students in a remote learning environment.

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F. The implemented strategies of positive behavior support, conflict resolution and mediation, counseling and support services, community partnerships, and at-home support have shown efficacy in keeping pupil suspension rates below 10% in our virtual school.

By promoting a positive school culture, setting clear behavior expectations, and recognizing and reinforcing positive behaviors, the positive behavior support approach helped create an environment where students felt supported and motivated to make responsible choices. In addition, conflict resolution and mediation strategies also provided students with practical tools to resolve conflicts peacefully, fostering better communication and understanding among peers.

The availability of counseling and support services played a vital role in addressing students' social-emotional needs, providing guidance, and equipping them with essential coping strategies. In addition, collaborative partnerships with community organizations further enriched the support system by offering additional resources and expertise to address behavioral concerns and provide mentoring opportunities.

Engaging parents and guardians through at-home support initiatives allowed for consistent reinforcement of positive behavior expectations and created a stronger connection between home and school. This partnership enhanced students' sense of belonging and fostered a more supportive learning environment.

Overall, the combined efforts of these strategies have demonstrated their effectiveness in minimizing pupil suspension rates at SCALE Leadership Academy East. In addition, by proactively addressing behavior issues, promoting conflict resolution, providing counseling and support, partnering with the community, and involving families, we created an ecosystem that fosters positive student behavior and reduces the need for disciplinary actions.

However, it is important to continuously monitor and evaluate the efficacy of these strategies to ensure their ongoing success. Regular data analysis, feedback collection from students, staff, and families, and continuous improvement of the implemented measures will help refine and enhance the effectiveness of the chosen approaches. By doing so, we can maintain a safe and supportive learning environment that promotes positive behavior and contributes to its students' overall success and well-being.

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However, it is important to continuously monitor and evaluate the efficacy of these strategies to ensure their ongoing success. Regular data analysis, feedback collection from students, staff, and families, and continuous improvement of the implemented measures will help refine and enhance the effectiveness of the chosen approaches. By doing so, we can maintain a safe and supportive learning environment that promotes positive behavior and contributes to its students' overall success and well-being.

G. The goal of ensuring that pupil expulsion rates did not exceed 5% in the 22-23 school year demonstrated a high level of efficacy. The various strategies and interventions implemented by SCALE effectively contributed to the achievement of this goal. By examining the efficacy of these efforts, we can recognize the success of the approach:

1. **Positive Behavior Support:** Implementing positive behavior support strategies helped create a positive school climate and fostered a culture of respect and responsibility. As a result, students were motivated to exhibit positive behaviors, reducing the number of expulsions. The emphasis on proactive approaches and reinforcement of positive behaviors proved effective in maintaining a conducive learning environment.

2. **Conflict Resolution and Mediation:** Using conflict resolution and mediation strategies allowed students to resolve conflicts peacefully and constructively. We effectively addressed potential situations that could have resulted in expulsions by providing guidance and support in

resolving disputes. The emphasis on effective communication and problem-solving skills helped prevent escalations and encouraged students to find mutually agreeable solutions.

3. Counseling and Support Services: The availability of comprehensive counseling and support services plays a vital role in addressing behavioral challenges and personal difficulties students face. The timely intervention and support provided by school counselors and support staff contributed to identifying underlying issues and implementing appropriate interventions. By providing students with the necessary guidance and resources, the school successfully mitigated the need for expulsions.

4. Collaboration with Community Partners: Collaboration with community organizations and partners proved beneficial in expanding the support network available to students. Community-based programs and external resources offered additional interventions that complemented SCALE's efforts. In addition, the involvement of community partners helped address the diverse needs of students, further reducing the instances of expulsion.

5. Parent and Family Engagement: The active engagement of parents and families significantly contributed to preventing expulsions. By fostering strong partnerships and providing avenues for parental involvement, the school created a supportive network. The collaboration between parents and the school ensured early identification of behavioral issues and enabled timely interventions. This partnership played a crucial role in creating a positive and accountable learning environment.

The combination of these strategies and interventions led to the successful achievement of the goal, with pupil expulsion rates remaining below 5% in the 22-23 school year. The commitment to promoting positive behaviors, resolving conflicts, providing counseling and support services, collaborating with community partners, and engaging parents demonstrated the efficacy of the implemented measures.

Moving forward, it is essential to continue evaluating and refining these strategies to sustain low expulsion rates. In addition, SCALE Leadership Academy East will closely monitor the efficacy of interventions and make necessary adjustments based on the evolving needs of students. By maintaining a proactive and comprehensive approach, we can continue to create a safe and inclusive learning environment conducive to student success.

H. The goal of ensuring that 80% of educational partners experience the school climate as positive and safe, as indicated by annual parent, student, and staff surveys, demonstrates SCALE Leadership Academy East's commitment to creating a supportive and secure virtual learning environment. The efficacy of the goal can be assessed by evaluating the outcomes and feedback gathered from these surveys.

By implementing various strategies such as regular communication, supportive virtual platforms, social-emotional learning initiatives, professional development, and parent and community engagement, the school made deliberate efforts to foster a positive and safe school climate.

The efficacy of these strategies is evaluated by analyzing the survey results and assessing the percentage of educational partners who reported a positive and safe school climate. The survey data consistently indicates that 80% or more of the educational partners perceive the school climate as positive and safe; it suggests that the goal was effectively carried out.

Furthermore, the feedback received through the surveys provides valuable insights into educational partners' experiences, concerns, and suggestions. This feedback can be used to identify areas for improvement and make necessary adjustments to enhance the school climate further.

It is important to review and analyze the survey data regularly, considering the perspectives of parents, students, and staff, to gauge the effectiveness of the strategies employed. This data-driven approach allows the school to track progress, identify strengths and areas of improvement, and make informed decisions to enhance the school climate continually.

Additionally, ongoing communication and collaboration with educational partners are crucial for maintaining a positive and safe school climate. By actively listening to their feedback and engaging them in the decision-making process, the school can ensure that their needs are being addressed and that the strategies implemented align with their expectations.

In summary, the efficacy of the goal can be determined by assessing the survey results, analyzing the feedback received, and considering the continuous improvement efforts undertaken by SCALE Leadership Academy East. By striving to meet or exceed the target of 80% satisfaction in the annual surveys, we demonstrate commitment to creating a positive and safe virtual learning environment for all educational partners.

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

There are several pending actions for the coming year as a result from reflections on prior practice.

**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.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$1,696,395.00	N/A

## 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
\$ 12,495,269	113.10%	\$1,454,494.00	

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

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

We have implemented an added specific coordinator and a group of teachers who work to plan curriculum for ELD standards to help provide the additional instruction to assist the general educational instruction to cover this need in collaboration. Professional development workshops focused on the standards and the needs of ELs, aligning the SLA curriculum with the standards and providing ongoing support for teachers to differentiate instruction and scaffold learning for ELs. Collaboration, ongoing support, and a focus on language development instruction will help teachers effectively implement the standards and ensure ELs can access them, promoting their academic success.

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.

Provide differentiated Multi-Tiered Systems of Support (MTSS) targeting the specific needs of low-income, African American, Homeless, and English learner students for improved achievement. Teachers will receive professional development to meet the needs of specified students. College and career counseling services tailored to our unduplicated populations including African American and Homeless student groups will be provided, partnerships with higher education institutions and industry organizations will be established, and specific programs or pathways will be developed to support student group exploration and pursuit of higher education or career opportunities

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. Educators will receive professional development opportunities to enhance their cultural competence and meet the diverse needs of unduplicated student group populations.

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.

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.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The LCAP includes various strategies to increase or improve services for foster youth, English learners, and low-income students:

**Targeted Academic Support:** Additional resources will be allocated for academic interventions, personalized support will be provided through additional staff, and evidence-based strategies will be implemented to improve student outcomes.

**Expanded Social-Emotional Support:** Efforts will be made to enhance support services, including additional counseling services and hiring/seeking out professionals like school psychologists or social workers, to address the specific needs of these students.

**Enhanced Parent and Community Engagement:** Targeted outreach strategies will be developed and implemented to involve parents and guardians in their children's education. Workshops, resources, and collaborations with community organizations will be offered to support parents and address these students and their families unique needs.

**Culturally Responsive Teaching and Curriculum:** Educators will receive professional development opportunities to enhance their cultural competence and meet the diverse needs of these students. The plan promotes inclusive classroom environments that validate and celebrate students' identities and backgrounds.

**College and Career Readiness Support:** College and career counseling services tailored to these students will be provided, partnerships with higher education institutions and industry organizations will be established, and specific programs or pathways will be developed to support their exploration and pursuit of higher education or career opportunities.

**Data Analysis and Monitoring:** Regular data analysis will be conducted to identify outcome disparities. Ongoing monitoring and evaluation systems will be established, and data-driven decision-making will be used to refine and adjust strategies for improved effectiveness continuously.

Through these strategies, the LCAP aims to increase support and opportunities for foster youth, English learners, and low-income students to enhance their academic achievement and overall success.

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.

The plan for utilizing the additional concentration grant add-on funding will be comprehensive, data-driven, and aligned with the specific needs of SCALE high concentrations of low-income students. It will prioritize direct support to students, professional development for staff, collaboration with external partners, and ongoing evaluation to maximize the impact of the funding on student success and well-being.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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		



## 2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$13,792,447.91				\$13,792,447.91	\$2,077,763.90	\$11,714,684.01

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Teacher Certification	All	\$3,904,805.56				\$3,904,805.56
1	1.2	Standards aligned curriculum	All	\$396,873.81				\$396,873.81
1	1.3	Safety Compliance	All	\$75,624.56				\$75,624.56
1	1.4	Student access to a broad course of study including core subjects and enrichment subject matter.	All	\$2,377,235.56				\$2,377,235.56
1	1.5	Broad Course of Study & Support Services for Extraordinary or Atypical Needs	All	\$3,760,484.56				\$3,760,484.56
2	2.1	ELL Teaching Resources	English Learners	\$182,849.56				\$182,849.56
2	2.2	ELL Professional Developments	English Learners	\$76,506.56				\$76,506.56
2	2.3	Data Analysis and Monitoring	English Learners	\$41,965.28				\$41,965.28
3	3.1	Assessing students	All	\$1,271,374.56				\$1,271,374.56
3	3.2	A-G, career and college readiness, CTE, dual-enrollment, etc. course pathways.	All	\$266,829.56				\$266,829.56
3	3.3	Multi-Tiered Systems of Supports (MTSS)	English Learners Foster Youth Low Income	\$131,061.56				\$131,061.56

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.4	Instructional technology and strategies	All	\$80,655.56				\$80,655.56
3	3.5	Reading and Math Interventions	All	\$78,074.61				\$78,074.61
3	3.6	College and Career Readiness Support	English Learners Foster Youth Low Income	\$154,205.56				\$154,205.56
4	4.1	Parent engagement	All	\$151,981.56				\$151,981.56
4	4.2	Enhanced Parent and Community Engagement	English Learners Foster Youth Low Income	\$79,953.56				\$79,953.56
5	5.1	Culturally Responsive Teaching and Curriculum	English Learners Foster Youth Low Income	\$119,182.56				\$119,182.56
5	5.2	Targeted Academic Support	English Learners Foster Youth Low Income	\$212,846.97				\$212,846.97
5	5.3	Targeted Academic Support	All	\$236,589.56				\$236,589.56
5	5.4	Expanded Social-Emotional Support	English Learners Foster Youth Low Income	\$151,381.56				\$151,381.56
5	5.5	Data Analysis and Monitoring	All	\$41,965.28				\$41,965.28

**2023-24 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
\$ 12,495,269	\$1,696,395.00	\$ 12,495,269	113.10%		\$1,149,953.17	0.00%	0.00 %	<b>Total:</b>	\$1,149,953.17
								<b>LEA-wide Total:</b>	\$212,846.97
								<b>Limited Total:</b>	\$1,149,953.17
								<b>Schoolwide Total:</b>	\$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 Specific Schools: SCALE Leadership Academy East	\$182,849.56	
2	2.2	ELL Professional Developments	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: SCALE Leadership Academy East	\$76,506.56	
2	2.3	Data Analysis and Monitoring	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: SCALE Leadership Academy East	\$41,965.28	
3	3.3	Multi-Tiered Systems of Supports (MTSS)	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: SCALE Leadership Academy East	\$131,061.56	

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 (%)
3	3.6	College and Career Readiness Support	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: SCALE Leadership Academy East	\$154,205.56	
4	4.2	Enhanced Parent and Community Engagement	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: SCALE Leadership Academy East	\$79,953.56	
5	5.1	Culturally Responsive Teaching and Curriculum	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: SCALE Leadership Academy East	\$119,182.56	
5	5.2	Targeted Academic Support	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: SCALE Leadership Academy East	\$212,846.97	
5	5.4	Expanded Social-Emotional Support	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: SCALE Leadership Academy East	\$151,381.56	

## 2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$8,869,175.85	\$10,864,795.49

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Teacher Certification	No	\$3,892,742.60	\$3,836,956.00
1	1.2	Standards aligned curriculum	No	\$421,281.00	\$292,302.00
1	1.3	Safety Compliance	No	\$5,000.00	\$ 5,475.00
1	1.4	Student access to a broad course of study including core subjects and enrichment subject matter.	No	\$2,192,905.00	\$2,309,386.00
1	1.5	Educational Consultation	No	\$1,907,500.00	\$3,692,635.00
2	2.1	ELL Teaching Resources	Yes	\$115,000.00	\$115,000.00
3	3.1	Assessing students	No	\$51,635.25	\$354,288.02
3	3.2	A-G, career and college readiness, CTE, dual-enrollment, etc. course pathways.	No	\$198,980.00	\$128,694.49
4	4.1	Parent engagement	No	\$84,132.00	\$135,533.98

**2022-23 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)
\$1,454,494.00	\$115,000.00	\$0.00	\$0.00	0.00%	0.00%	0.00%

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	\$115,000.00			

**2022-23 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)
\$1,286,055.00	\$1,454,494.00	0.00%	113.10%	\$0.00	0.00%	0.00%	\$1,454,494.00	113.10%

# Instructions

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*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](mailto: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 (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 aspects of the LCAP template 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, 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]).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).



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 should: (a) reflect comprehensive strategic planning (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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

**General Information** – 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, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

**LCAP Highlights** – Identify and briefly summarize the key features of this year's LCAP.

**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:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** 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:** 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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

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 following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

## Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination 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 should 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 should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

## **Focus Goal(s)**

**Goal 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.

**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.

## **Broad Goal**

**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.

**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**

**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.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

## **Required Goals**

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### **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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

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 self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

**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.

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.
- 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.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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.
- 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.

## 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 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.

### Requirements and Instructions

***Projected LCFF Supplemental and/or Concentration Grants:*** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

**Projected Additional LCFF Concentration Grant (15 percent):** 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 LEAs 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:**

**For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

***Unduplicated Percentage > 55 percent:*** For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

***Unduplicated Percentage < 55 percent:*** For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40 percent or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.**

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**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 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 Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- 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.
- **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 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 Service 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 the LEA estimates it will actually receive based on of 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **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 of 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 + 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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